

The University of Edinburgh
Moray House School of Education

Factors that motivate and demotivate
Greek EFL teachers

Konstadina Tziava

**This dissertation is presented in part fulfillment of the requirements for
the degree of Master of Education in Teaching English to Speakers of
Other Languages**

September 2003

Abstract

Many claims have been made in the available literature that teachers need stimulation and motivation as well as students to do a good job, claiming that there are many factors that promote teachers' motivation. The purpose of this paper is to study the factors that motivate or demotivate 52 Greek EFL teachers working for Private Language Schools in Athens, Greece and to frame the current EFL teachers' motivation. In addition, it attempts to explore the teachers' opinions towards important to TEFL issues. A review of the available literature is provided in order for the reader to be informed about the teachers' motivation topic research in general. Then, based upon the responses of a questionnaire - which is appended– the teachers' ideas in relation to the factors that motivate and demotivate them are presented. The findings of this study show that the factor that influences the most EFL teachers' motivation is the fact that they work with young people whereas the factor that demotivates them the most is monetary rewards that their job offers them. The paper concludes with some suggestions that principals/ employers or others related to teacher recruiting and maintenance can use in order to establish those situations where teachers will be as highly motivated as possible towards their profession.

TABLE OF CONTENTS

ABSTRACT	II
CHAPTER 1: INTRODUCTION.....	3
1.1 INTRODUCTION.....	3
1.2 BACKGROUND INFORMATION CONCERNING THE GREEK CONTEXT.	5
1.2.1 Attitudes towards English.....	5
1.2.2 Public schools.....	6
1.2.3 Private institutes ('frodistiria').....	6
1.2.4 Greek EFL teachers.....	7
1.2.5 Greek EFL learners.....	9
1.2.6 Syllabus, materials and assessment.....	10
1.2.7 Problems.....	11
1.2.8 Summary.....	11
CHAPTER 2: LITERATURE REVIEW.....	13
2.1 INTRODUCTION.....	13
2.2 DEFINITIONS OF MOTIVATION:.....	13
2.3 HISTORICAL REVIEW OF 'MOTIVATION'.....	14
2.4 WORK AND MOTIVATION.....	15
2.5 MOTIVATION THEORIES.....	15
2.5.1 Content Theories.....	16
2.5.1.1 Achievement theory (McClelland, Atkinson).....	16
2.5.1.2 Attribution theory (Heider, Weiner).....	17
2.5.1.3 Cognitive Evaluation Theory (Deci).....	18
2.5.1.4 Hierarchy of needs theory (Maslow).....	19
2.5.1.5 Hygiene Theory (Herzberg).....	20
2.5.1.6 Job characteristics theory (Hackman & Oldham).....	21
2.5.1.7 Theory X and Y (McGregor).....	23
2.5.2 Process theories.....	24
2.5.2.1 Equity theory (Adams).....	24
2.5.2.2 Expectancy theory (Vroom).....	25
2.5.2.3 Internal-External control theory (Rotter).....	26
2.5.2.4 Reinforcement theories (Tosi et al).....	27
2.5.2.5 Social Learning Theory (Rotter, Bandura).....	28
2.5.3 Summary.....	29
2.6 MOTIVES FOR TEACHING.....	29
2.7 TEACHERS' MOTIVATION.....	30
2.7.1 Foreign language teachers' motivation.....	32
2.8 SUMMARY.....	33
CHAPTER 3: METHODOLOGY.....	34
3.1 INTRODUCTION.....	34
3.2 TYPE OF RESEARCH:	35
3.2.1 Type of approach to research:	35
3.3 OBJECTIVES:	36
3.4 EXPECTED OUTCOMES	37
3.5 SAMPLE SELECTION	38
3.6 DESIGN OF THE INSTRUMENT (QUESTIONNAIRE)	38
CHAPTER 4: DATA ANALYSIS	40
4.1 INTRODUCTION.....	40

4.2 GENERAL CHARACTERISTICS OF THE TEACHERS WHO PARTICIPATED IN THE RESEARCH.....	41
4.2.1 Age.....	41
4.2.2 Level of education.....	42
4.2.3 Level of classroom that teachers have taught.	43
4.2.4 Summary.....	43
4.3 TEACHERS' IDEAS ON ISSUES RELATED TO THEIR JOB.....	44
4.3.1 Preferred age group	44
4.3.2 What did teachers want to become as children?	46
4.3.3 Students' life outside classroom.....	47
4.3.4 Feelings before students' exams	48
4.3.5 What makes a good teacher?	49
4.3.6 Which part of the job do you enjoy the most?	50
4.3.7 Have you ever considered of changing your occupation?	51
4.3.8 Occupation switch	52
4.3.9 Life outside classroom.....	53
4.3.10 Training before entering the classroom.....	54
4.3.11 Would you like to have been trained?.....	55
4.4 FACTORS THAT MOTIVATE AND DEMOTIVATE GREEK EFL TEACHERS.	56
4.4.1 Present payment scale and motivation.	56
4.4.2 Working hours and Motivation.	58
4.4.3 Working environment and motivation.....	60
4.4.4 Relationships with the boss and motivation.....	62
4.4.5 Reasons for choosing teaching as a profession and motivation.	64
4.4.6 Relationships with colleagues and motivation.	66
4.4.7 Course material selection and motivation.....	68
4.4.8 Sense of achievement and motivation	70
4.4.9 Relationships with students and motivation	71
4.4.10 Age and motivation.....	73
4.4.11 Teaching experience and motivation	74
4.4.12 Training and motivation.....	75
4.4.13 Support from related bodies and motivation.....	76
4.4.14 Autonomy and motivation.....	77
4.4.15 Social recognition and motivation	79
4.4.16 Creativity and motivation.....	80
4.5 SUMMARY.....	81
CHAPTER 5: CONCLUSION.....	83
5.1 DISCUSSION OF THE FINDINGS.	83
5.2 CONSIDERATIONS TO BE TAKEN INTO ACCOUNT IN ORDER TO ESTABLISH THE CONDITIONS THAT WILL ENHANCE EFL TEACHER MOTIVATION IN GREECE.....	84
CHAPTER 6: EVALUATION OF THE STUDY.....	86
REFERENCES.....	87
APPENDIX 1	93
APPENDIX 2	94
APPENDIX 3	99

Chapter 1: Introduction

1.1 Introduction

The learning of a second language is a complex process, involving a seemingly infinite number of variables. So much is at stake that academic courses in foreign languages are often inadequate training grounds, in and of themselves, for the successful learning of a second language. Few if any people achieve fluency in a foreign language solely within the confines of the classroom. (Brown, 1994:1)

Brown claims that learning a foreign language is not a simple thing since there is not a clear-cut rule to be followed in order to achieve acquisition of that language. There is a variety of variables as he says to be taken into consideration, one of which is thought to be teachers' motivation, since the relationships within a foreign language classroom are twofold since they involve two parts – the teachers and the students/learners. Accordingly, Earl Stevick (1980: 4) claimed that 'success depends less on the materials, techniques and linguistic analyses, and more on what goes on inside and between the people in the classroom'.

In 1985, Krashen suggested that there is the notion of the 'affective filter' which is the representation of the way in which affective factors such as anxiety, motivation, competitiveness and other emotional considerations influence positively or negatively the learning and acquisition of the target language. For instance negative attitudes towards learning a foreign language would produce a high affective filter which is assumed to hinder learning. Accordingly, (despite the criticism of Krashen's suggestions; see: Brumfit, 1992) in this paper it is assumed that such a filter is created by the teachers that are responsible for teaching any foreign language as well; since teaching is an interactive process it will be assumed that by the development of a high affective filter teaching and not only learning of a foreign language can be hindered as well. For the purpose of this paper emphasis will be placed only on the issue of the foreign language teachers' motivation, which is thought to be a part of the affective reasons influencing teaching.

Girard (1977) stated that ‘it is an important part of the teachers’ job to motivate learners (in Ur, 1996: 276). Various studies (Dornyei, 1998b; Oxford, 1998) have showed that this is what students think as well since they place the teachers’ personality, their attitudes towards the course or the material and their lack of enthusiasm and commitment as occupying the first places in their hierarchy of factors that motivate and demotivate the students into the learning of a foreign language (in Thanasoulas, 2003:2). Also, Csikszentmihalyi (1997) stated that only ‘motivated teachers can produce motivated learners’ (quoted in Thanasoulas, 2003:4). It comes naturally that the more motivated the teacher is, the more he/she would be successful in giving the students the right guidelines which will lead them to the acquiring of the target language. This is the basic premise of this paper; that a motivated teacher provides more motivating learning experiences and thus, produces more well prepared and motivated students of the target language, which for this study is English. Although recently with the emergence of more ‘learner-centred’ trends in language teaching one would argue that the teacher has less to do with the learners’ acquisition, the researcher holds the belief that the teachers’ motivation does influence students’ performance and their attitude in general towards foreign language learning. Teaching is not just a profession. Nor is it ‘the passing on of a parcel of objective knowledge, but the attempt to share what you yourself find personally meaningful’ (Salmon, 1988:37). Since it deals with human beings affective factors, such as motivation, do play a major role in the learning process. So assuming that the teachers are called to motivate their students, the question that emerges and is investigated thoroughly in this paper is what the factors that motivate the EFL teachers are so that they can pass it to their learners as well. This study will seek to consider the current motivation levels as well as find out the factors that motivate and de-motivate Greek EFL teachers. Motivation as a notion is personal and not created by others. Moreover, it is hidden since it comes from within the individuals (Hollyforde & Whiddett, 2002: 2-3). The motivation of English teachers may be influenced by a lot of factors, as it depends on a number of dimensions, as will later be shown in the Data Analysis and Conclusion parts of this paper.

The above aspects as well as others related to the teachers’ motivation issue will be dealt with in this project as an attempt to assess the levels of motivation and research

the factors that Greek EFL teachers think as motivators and de-motivators for their profession with the hope that action will be taken in the future and the factors that lower the teachers' motivation will be diminished or eliminated so that learning and teaching will be improved. The paper will be focused on the Greek environment of foreign language teaching. For this reason it would be sound for the readers to become acquainted with the Greek context within which the research took place.

1.2 Background information concerning the Greek context.

After the reader has become aware of the situation in Greece, it will be easier to understand that those being the circumstances teachers' motivation and attitude towards the ways that their teaching is conducted do play a major role on their responses since the problems that are daily faced are of major importance. As a result the teachers that will be discussed in this research should be put in the environment presented hereafter in order for the readers to make the most out of this project.

1.2.1 Attitudes towards English

In general Greeks are keen on learning foreign languages. Maybe this is the case since our language (Greek) is only spoken in Greece. Still Greek learners do not choose to learn ANY foreign language. English is their priority. Recently, the notion that the majority of Greeks share is that their children should learn English no matter what it takes. This can be clearly understood if one thinks that English is considered a compulsory qualification in order for a Greek to get a decent job or to pursue his /her academic studies abroad (Nikolaou, 2003: 7). So since the English language is 'the gatekeeper to higher education or good employment prospects', as Tricia Hedge (2000:25-26) points out, children start learning the English language at the age of five or six, which means at about the same time the formal tuition in their mother tongue begins in primary school (Nikolaou, 2003: 5). Their parents hope that their children will have become proficient speakers by the age of fifteen only to abandon the study of English so as to focus on their Greek studies (Gabrielatos, 2002:2). As far as those people who do not like or can not afford to have English courses in most of the cases they are excluded from many prestigious and well-paid jobs even if English would not

have anything to do with the specific jobs. As a consequence, since English is considered a prerequisite and often “a ticket” to a better job in the future it is taught both at public and at private schools.

1.2.2 Public schools

Concerning the public sector the instruction of English starts in the forth grade of Primary school and continues up to the completion of High school (Chourdaki, 2003:4). Also, English is the compulsory language in all State Universities (Chourdaki, 2003: 4). Public school teachers must hold a Bachelor’s Degree in English Literature from a Greek University. One is not allowed to get a job in a public school if he/she has studied in a private University or College. Most of the teachers if not all are non-native speakers and their age varies from thirty to sixty-five years old. Concerning public schools textbooks in primary schools they have been produced by a team of experts assigned by the Ministry of Education and are provided to pupils free of charge. In secondary and high schools teachers can choose their teaching material from a list of books on the market, provided once more by expert commissions in the Ministry of Education, which is responsible for the assessment of the textbooks’ suitability in terms of their compliance with syllabi and the students’ age (Chourdaki, 2003: 6). Finally, students are assessed by term-exams and receive the results in their report cards at the end of each term. Students do not receive any certificate of attendance so they do not have a document that certifies their level of competence.

1.2.3 Private institutes (‘frodistiria’)

In the private sector, there are more than 8000 private institutes (‘frodistiria’ as they are called in Greek) all over Greece, where foreign languages are taught (Chourdaki, 2003 7). Private institutes are the places where Greek students first come into contact with the foreign language since as Nikolaou claims in his paper (2003:5) the majority of the students he investigated (86%) had started learning English at a private language institute. In private institutes the teaching of English is more exams oriented. According to Nikolaou (2003:7) ‘Greece submits the highest number of entrants for

Cambridge exams worldwide. Each level of instruction is equivalent to the University of Cambridge exams' syllabus. For instance, there are nursery classes, junior classes A' and B' which are equivalent to the "Young Learners" exams, regular classes (A'-E') which are equivalent to KET and PET exams, FCE classes, CAE and CPE classes (Certificate of Advanced English and Certificate of Proficiency in English) all distributed by the Cambridge University Examination Board. Recently however new classes equivalent to the tests distributed by the University of Michigan have emerged. Also, a locally developed exam, the PALSO test from elementary to higher levels is taught (Kitsis, 2003:1). Moreover, private institutions offer some ESP courses or English for Academic Purposes.

1.2.4 Greek EFL teachers

Teachers working in these institutions are not of the same background as those working for the public sector. In private schools one can find both native and non-native speakers who hold BA degrees from different universities worldwide. Usually, the Native English speakers teach from Supplementary materials, whereas the Greek teachers use Primary materials (Kitsis, 2003:1). Also, the Native speakers teach speaking and listening courses as opposed to the non-native speakers who teach mostly grammar. Moreover, there are a few MA holders. Finally, there are teachers who only hold the CPE (Certificate of Proficiency by either the Cambridge or Michigan University)) since they are allowed to get their teaching licence from the Greek Ministry of Education (available at: www.ypeth.gr/en_ec_page1536.htm:- Appendix 1)). These people do not receive any formal education on teaching; yet most of them get training and knowledge by attending seminars or other courses.

Concerning teachers' attitudes, it can be stated, based on the researcher's personal experience, that it depends both on the teachers' personality, experience and duties. Some are highly motivated to teach and develop themselves as well. I have met many colleagues who really enjoy teaching students by helping them to overcome all the difficulties linked to the learning of a foreign language. Some prefer teaching a certain group of students (children, teenagers, adults) given the opportunity of course. In addition, many highly motivated and responsible teachers attend seminars and

workshops often enough to enable them keep track with any new development concerning teaching methodology or materials. What is important is that most of these teachers do so by paying the fees themselves since most of the private schools do not fund training except if it happens that the owner of the school is highly sensitive concerning the importance of teacher-training and able to afford doing so. The puzzle of teachers' profiles consists of teachers who do not really like what they do as well. However, it is believed that they are the minority.

Moreover, teachers' attitudes towards students vary as well, depending again on their personality and goals. Hoyle's roles ascribed to teachers apply to Greek teachers as well. They are a bit of everything towards their students: representatives of society, judges, resources of knowledge, helpers, referees, detectives, limiters of anxiety (especially since passing exams tends to be their goal), ego supporters, group leaders and parent surrogates. (1969: 59-60)

As far as the private school teachers' preferences are concerned, the majority would prefer to teach their students aiming at the ability for the students to become fluent and accurate speakers of the English language rather than training them how to pass examinations. It has already been mentioned that teaching is exam-based. This fact leads to certain problems for teachers. Greek EFL teachers have to follow the syllabus and the testing materials which is something that does not allow much space for creativity and personal choice of activities. This incompatibility between preferences and duties leads to many problems which actually influence the learners as well.

Finally, concerning the problems faced by EFL centres' teachers it is believed that in general they confront many problems related to other areas of the profession, such as low salaries, job insecurity – since all of the teachers are fired in June - too many working hours, limited participation in decision-making, and minimal teacher training (Vassilakis,2002: 2; CELT Athens, 2003:1)

1.2.5 Greek EFL learners

Apart from the Greek foreign language teachers Greek learners are very important to be described as well. The students' age varies. They are from five years old up to adults. Their purposes of learning the language vary according to their age.

Young learners are mostly 'dragged' by their parents into the English classroom. Even though someone may argue that this is what happens with most subjects, it is not since the children in Greece have to spend extra time in the afternoon at English language schools, something that tires them more. In most cases they learn English because they are told that they have to do so. As a result most young learners are not aware of the purposes of learning the ABC from the very beginning. It depends much on the teacher to make them become motivated. If the teacher happens to enjoy what he/she does children learn to like English. If not, children have a very negative idea from the very beginning. The activities used at that stage include a course book with pictures of stories for nursery classes, a course book focusing on all four skills for young classes and of course many puzzle-like activities, drawings, games, video, songs accompanied by some physical movement.

Teenage students who are usually in the process of discovering their own identity are more difficult to handle –something that happens worldwide. We have both intrinsically motivated ones who learn the language because finally 'learnt' to like it and bored students who just attend the classes without wanting to learn that much (Nikolaou, 2003:8). Even though this age group is the most challenging for some teachers it is still the most difficult to handle. This is so since teenage students can not leave their own problems and ideas outside the classroom (of course since they are only people) and as a result their age acts like an obstacle that hinders their learning. Yet, if the teacher manages to balance the goals of the lesson and the students' needs the results are really amazing. Greek teenagers tend to be autonomous a lot so what Greek teachers try to do is to use this trait into the classroom by allowing them to discuss their personal problems, achievements, dreams and interests. Moreover they want to have clear goals concerning English. So, if the teacher manages to convince them why they should perform well they tend to try more. As a result, the adolescents

relationship with their teacher matters a lot. They do not want them either too lenient or too strict. They prefer to know that the teacher is in charge of a classroom with a friendly environment where they feel free to express themselves. In relation to their learning traits it is thought that unfortunately Greek students fall into the trap of memorisation. It might work well sometimes when it comes to remembering the irregular verbs but they do not realise that the specific technique does not apply to every bit of the language taught in classroom. Many students claim that the reason for using memorization is firstly because they are used to it from the Greek school and generally because they feel insecure if they do not follow it.

Adult students are mostly motivated with specific goals and needs in mind. Most of them start learning the language because they have to use it in their present jobs or because they need it in order to pursue a better one (extrinsic motivation). Only a minority learns English out of enjoyment (intrinsic motivation). Those who do are mostly University students. Still, most of these adults are prepared to sit for the Cambridge or the Michigan exams as well. Even though nobody forces them, at least directly, to attend the classes they still face problems with their achievement. According to Harmer adults tend to be critical about teaching methods judging from their former learning experience, are anxious and under- confident about learning a language and moreover tend to worry about their creative powers. So, we as teachers have to take all of these into consideration and help them learn the English language using their own life experience after trying “to minimize the bad effects of past learning experience” (Harmer, 2001:40)

1.2.6 Syllabus, materials and assessment

Apart from the ‘dynamic’ parts of English language teaching in Greece, teaching involves other things such as syllabus, materials and testing. Greek language schools do not follow a specific syllabus. In most of the times our goals are limited to the successful passing of an exam. Concerning the teaching materials, they consist of coursebook packages aiming to ‘fully determine the method to be used in class, not only in terms of procedure, but also in terms of design and even approach’ (Vassilakis, 2000:1). Teachers or school principals choose the appropriate course

book according to the students' levels and needs. In some schools books are chosen by the owner of the school and then teachers have no right to contradict his/her decision (Vassilakis, 2002:2). Still, books are chosen in order to cover topics that students will have to deal with in their exams. As a result our syllabus and materials have to do with the exams. Testing is really important in Greece so students are regularly tested depending on their level. So, apart from the exams from either Cambridge or Michigan universities students are tested regularly in their own classrooms in order for the teacher and themselves to monitor their progress.

As far as teaching approaches are concerned Greek teachers ideally try to use a variety of them making sure that it suits their classroom. Still this is not enough. Error correction is done but in such a way so as not to hurt students' egos. For example teachers might pretend that they did not hear well so they repeat the correct form to the students. The communicative teaching approach is used to a great extent in the speaking classes and not only then. For example a lot of grammar is explained by the notion of functions. Still, language structures are widely stressed since Greek students need to know the different forms of L2 in order to learn how to use it.

1.2.7 Problems

The most important problem in the Greek foreign language teaching environment is that both students and teachers face a great frustration concerning the real goals of learning and teaching English. Students on the one part do not like the idea of learning a language just because they have to and teachers do not like teaching the language in order for their students to pass exams. Even though teachers wish to follow another way of leading students to knowledge they really can not since they have to keep in mind the exams and the time they really can afford to spend on doing something extra and away from the course book. Still some teachers dare to get away from the usually followed path which is something that can really cause them stress.

1.2.8 Summary

After the reader has become aware of the situation in Greece it would be easier to understand that those being the circumstances teachers' motivation and attitudes towards the ways that their teaching is conducted do play a major role since the problems that are daily faced are of major importance. As a result the teachers and learners that will be included in this research should be put in the above environment in order for the readers to make the most out of this project.

Chapter 2: Literature review

2.1 Introduction

In this chapter the researcher will refer to the general notion of motivation, present a review of motivation theories and provide a discussion of findings from previous researchers on the topic of 'teachers' motivation' in general. This chapter is divided into 6 sections: 1. definitions of motivation, 2. work and motivation, 3. motivation theories 4. motives for choosing teaching as a career, 5. teachers' motivation in general, and 6. foreign language teachers' motivation.

2.2 Definitions of motivation:

'Motivation, like the concept of gravity, is easier to describe – in terms of its outward, observable effects- than it is to define. Of course, this has not stopped people from trying it'

(Martin Covington, 1998: I)

Many researchers throughout the years have dealt with the issue of motivation and its meaning for people. From the literature review it appears that most researchers viewed motivation as 'the drive behind human behaviour'. (Hollyforde & Whiddett, 2002: 3). Since motivation is closely related to behaviour it is easily understood that it can not be easily identified and defined accurately, the reason being because it comes from the individual. According to Baron (1991: 2) 'motivation is the internal processes that activate, guide, and maintain behaviour'. Accordingly in 1985 Robertson and Smith (1985:2) had declared that 'motivation is a psychological concept related to the strength and direction of human behaviour'. It is obvious from both of the above definitions that according to the motivation's definitions all kinds of behaviour stem from the powerful notion of motivation. Yet, another researcher Kanfer (1998:11-12) argued that motivation is about 'the free will' element of behaviour and defines it as the ' psychological mechanisms governing the direction,

intensity, and persistence of actions not due solely to individual differences in ability or to overwhelming environmental demands that coerce or force action’.

2.3 Historical review of ‘motivation’

The research on motivation was originated in the 30’s when a shift to an analysis of aspects of motivated behaviour started (Graham and Weiner, 1996: 66-67). Moreover, the current researchers of the time started viewing individuals ‘as rational beings, decision makers, information processors, and self-determining. During the first half of the 20th century ‘motivation was conceptualised as being the reflection of the basic human instincts and drives, many of them were unconscious and repressed’ (Dornyei, 2001:7). Later, in the middle of the 20th century, a great deal of research focused on ‘how stimuli and responses interplay in forming ‘habits’’. In the 60’s, various well known psychologists such as Carl Rogers (1983) and Abraham Maslow (1970), proposed that the motivating force into people’s life is the desire to achieve personal growth and to develop the capacities and talents we have inherited (Self-actualising tendency). At that time, a general change in psychology led to the study of cognition. In the 70’s motivational research had become almost synonymous with achievement motivation research (Graham and Weiner, 1996: 66). Moreover, attention was shifted to the study of individual differences, characterising people as high or low in achievement needs, in anxiety and in other characteristics supposed to influence motivated activity. Finally, more recently, motivation topics include cognitions, individual differences as well as environmental influences on motivation (Graham and Weiner, 1996: 66-67) developing a more cognitive approach focusing on ‘how the individuals’ conscious attitudes and interpretation of events influence their behaviour (Dornyei, 2001:8).

As it is showed different scholars and schools of psychology have viewed the topic differently and come up with different ‘most important’ motives, which is what differentiates the various competing theories among themselves. (Dornyei, 2001:7)

2.4 Work and Motivation

Work motivation has been defined as the set of forces that originate both within as well as outside of an individual's being to initiate work-related behaviour and to determine its form, intensity and duration (Pinder, 1984:94) In other words it is the set of the psychological forces that determine the direction of the person's behaviour in an organisation, a person's level of effort, and the person's level of persistence when faced with obstacles.

Keeping in mind that motivation is the driving force that determines what behaviours employees choose to perform, how hard they work, and how persistent they are in the face of difficulties motivated work behaviour falls into two major categories:

- a. intrinsically motivated work behaviour: the behaviour that is performed for its own sake and activated by internal needs
- b. extrinsically motivated work behaviour: the behaviour that is performed to acquire material rewards or to avoid punishment.

(Hankett,1979:152-156)

It is assumed that EFL teachers as human beings are motivated to survive, utilize their potential, and realize themselves, like employees in all occupations do. For this reason, some of the work related motivation theories apply to them as well.

2.5 Motivation Theories

Motivation ,being the general way of referring to the 'antecedents' –the causes and origins – of action , is considered responsible for the choice of particular actions , for the effort that each individual places on it as well as for the persistence with which the individual has with each action (Dornyei, 2001: 6). Therefore, she concludes by saying that ' motivation explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity' (Dornyei, 2001:7). All motivation theories have tried to answer the above questions no matter how difficult the answers were, since human behaviour is really complex and influenced by a variety of factors. Different psychologists approached the issue in

various ways, giving different explanations to the question why humans behave and think the way they do in general and especially in the work environment. Those which focus on ‘what’ motivates behaviour are called *content* theories. Those which focus on ‘how’ behaviour is motivated are called *process* theories (Tosi et al, 1994:207). The researcher will therefore attempt a review of the most influential work related motivation theories by referring to the works perceived to be the most relevant to the field of the teaching profession in an attempt to provide some framework in which the teachers’ answers will be justified and placed later in the paper.

2.5.1 Content Theories

As explained above, content theories of motivation seek to find ‘what’ motivates behaviour. In this part of the paper some of the theories that fall under this category will be reviewed.

2.5.1.1 Achievement theory (McClelland, Atkinson)

Achievement theory provides satisfactory theoretical ground in order to use external incentives as motivators. It emerged after research into behaviour in ‘achievement-oriented activities’ where the individuals are responsible for the outcome expect to receive unambiguous feedback on the results of their actions and where there is some degree of uncertainty in the activity or task. (Hollyforde & Whiddett, 2002). According to the theory there are some key conditions of achievement in the ‘achievement-oriented activities’. First of all, the individual has to be willing to undertake the activity. Secondly, the result of the activity should be expected as successful by the individual. Then, the expected outcome has to be valuable to the individual engaging to the action. Moreover, Atkinson (1964) (cited in McClelland, 1987:91) claimed that every achievement-oriented activity is accompanied by an ‘approach-avoidance conflict’ which is something that hinders the activity out of the existent fear of an expected negative outcome. Therefore, achievement theory does not only account for positive success but also for motivation to avoid a situation which is foreseen to produce negative results. Atkinson (1964) also maintained the idea that there are some individuals who are characterised by a ‘need for

achievement' more than others (in Hollyforde & Whiddett, 2002:17) Those people are more likely to be motivated by tasks that are more difficult than others. The reason behind that is that people with a high need for achievement are not willing to be engaged with easy tasks since their completion will not result in a sense of pride in accomplishing them. Another classification of individuals performing a task within the achievement theory is the one made by McClelland (1961:167) who claimed that there are some people who need to have an impact on others. This need is manifested in various ways such as performing 'strong actions'- such as aggression, assistance, influence or persuasion of others and trying to impress them-, actions producing strong emotions to others and actions that would improve or protect one's reputation.(in Hollyforde & Whiddett, 2002: 18).The last distinction of individuals within the achievement theory is that of people who are characterised by the 'need for affiliation' (McClelland, 1961: 160) that is the need to create, maintain or restore positive relationships with others. Those people are expected according to the theory to work really hard (need for achievement) to achieve and establish acceptance by their colleagues

In the teaching environment, a motivated teacher would be someone who is willing to be occupied with different things in order to achieve his/her goals, which should be the successful transmission of the foreign language to his/her students. On the other hand the theory could account for the teacher who is not willing to undertake exam –preparation classes with the fear that he/she will fail to prepare the students well enough for the exams. So, this teacher is still motivated having a different goal in mind, i.e. to avoid failure.

2.5.1.2 Attribution theory (Heider, Weiner)

Attribution theory accounts for the employees' beliefs about 'why they behave in the way they do' (cited in Hollyforde & Whiddett, 2002: 31). Weiner (1974), claimed that it is not only the expected success or the failure of an action (in achievement theory) that can result in pride or shame but also the 'cause' behind that success or failure. Also, according to that theory the acknowledgment of success or failure at a task is linked to the perceived skill of the person in relation to the complexity- that is how

likely it is for others could do the same activity-of the activity. Moreover, attribution theory applies to 'how people deal with the performance of other people' (cited in Hollyforde & Whiddett, 2002: 32).

In the teaching environment, attribution theory could be applied in cases where teachers feel that their job has become a routine and as a result their activation levels tend to decrease.

2.5.1.3 Cognitive Evaluation Theory (Deci)

Cognitive Evaluation theory supports the importance that exists when the employees are equally motivated both by intrinsic rewards they gain from their job and by extrinsic ones. The basis of the cognitive theory implies that 'extrinsic rewards and punishments can be dangerous even when the work provides intrinsic rewards' (Thompson, 1979:11). What Deci et al, 1970:21) implied was that when rewards (extrinsic) become the reason for behaving in a certain way they can reduce intrinsic motivation to perform a job related an activity. Such a change is capable of changing the reasons to participate at work. However, Deci claimed that not all extrinsic rewards can reduce the workers intrinsic motivation towards their work this is why he suggested that activities which are extrinsically driven such as praise or interpersonal support (informational) can actually enhance intrinsic motivation of the workers. The dangerous ones are those aiming to control the workers behaviour (controlling) (in Hollyforde & Whiddett, 2002: 39). However to avoid misinterpretations Deci announced that he was not trying to imply 'that people should not get paid (extrinsic rewards)'. Simply, all he meant was 'that while contingent rewards can motivate a person extrinsically, they appear to be doing so at the expense of intrinsic motivation' (Deci et al, 1970 :21). As he says, 'paying workers is necessary to attract them to jobs and keep them satisfied with those jobs. However, if money is to be used as a motivator of performance, the performance has to be perceived by the worker as being instrumental to his receiving the money' (Deci et al, 1970:21). Therefore he suggests some ways in which organisations (or employees) can help workers retain their intrinsic motivation to perform their job but without being deprived of extrinsic rewards. According to his suggestions people should be given broad objectives and be

allowed to judge how objectives are to be achieved, supervisors should effectively consult their teams of workers, and employees should be allowed to participate in the formation of the decisions that affect them (in Hollyforde & Whiddett, 2002: 42).

According to the theory one could argue that teachers who have an ‘internal locus of control’ and as result are intrinsically motivated will become extrinsically motivated as well if other people - boss, supervisor - link external rewards to the results of the teachers’ activities - e.g. students’ high academic achievement.

2.5.1.4 Hierarchy of needs theory (Maslow)

Maslow’s hierarchy of needs theory enjoys widespread acceptance. It provides an insight on the nature of human beings to grow gradually, after they have satisfactorily met their first rank needs (physiological). He proposed that motivation is based on a number of human needs (Maslow, 1970:35-51) which are never fully satisfied, but always seeking to satisfy new wants as part as their innate thrust for self-fulfilment. His hierarchy consists of five basic need categories, which can be presented in the form of a pyramid (Figure I), with the more basic ones on the basis and the higher ones on the top.



Figure 1: Maslow’s hierarchy of needs (1970)

5. *Self-actualisation* needs are the needs for personal growth and development
4. *Esteem* and *ego* needs are those referring to the needs for status, independence and freedom
3. *Belonging* and *love* needs are the needs for affectionate and intimate relationships with others
2. *Safety* needs are those for security, protection, structure and order
1. *Physiological* needs are the basic needs of thirst, hunger, sex and activity.

In a work context, pay, job security and other external elements of the job will affect these lower levels, since pay for instance allows people to satisfy their basic needs. Maslow feels that only after the basic needs are satisfied will people try to satisfy their higher-order needs of love, esteem and self-actualisation (Maslow, 1970: 98). In a work setting, job satisfaction and personal development are considered to be higher-order needs, for which Maslow stated that ‘these needs are less critical for sheer survival and usually less urgent (Maslow, 1970: 98).

If we tried to apply the theory of hierarchy of needs to the (foreign language) teachers’ context we could argue that those teachers whose lower order needs are not being satisfied are less likely to be motivated, to improve or to be willing to move towards the higher levels of needs.

2.5.1.5 Hygiene Theory (Herzberg)

The theory provides a safe ground to consider intrinsic rewards as motivators in a work context. Herzberg, claimed that ‘motivation is a function of growth from getting intrinsic rewards out of interesting and challenging work’ (Herzberg, 1959:113). In order to discover the factors that influenced job satisfaction and dissatisfaction Herzberg asked 203 engineers and accountants to recall events which made them feel good about their job, and events that had made them feel bad about it (Herzberg, 1959: 30). These interviews revealed that the factors that led to satisfaction (motivators) were different from those which led to dissatisfaction (hygiene factors). Herzberg called this a ‘two factor theory of motivation’, and the sets of factors being motivator and hygiene factors, summarised in figure 2. As shown in the figure below

one can assume that the hygiene factors are extrinsic to the person performing the job (e.g. working conditions) whereas the motivator factors included factors relevant (intrinsic) to the work itself (e.g. recognition, achievement etc.) In Herzberg, the distinction between extrinsic and intrinsic needs was fairly clear: Intrinsic needs dealt with the job content, whereas extrinsic needs dealt with any element not part of the work itself.

<u>Motivator factors</u>	<u>Hygiene factors</u>
Achievement	Salary
Advancement/ promotion	Company policy
Growth	Supervision
Recognition	Interpersonal relations
Responsibility	Job security
The work itself	working conditions

Figure 2: Motivator and Hygiene factors

Also, Herzberg claimed -even though he did not conduct any research to support it (in Hollyforde & Whiddet, 2002: 106) - that motivation derived from the work itself rather than the environment within which one works creates job satisfaction which in turn leads to greater productivity. Thus, he declares, that any improvements in motivators should lead to an improvement in performance. Yet, he says that ‘jobs do not have to be more interesting per se, but they should be set up in such a way that, interest or no, the individual who carries them out can find that their operations lead to increased satisfaction’ (Herzberg et al, 1959:113).

In the teaching context, hygiene theory is applicable in situations where teachers feel more satisfied and motivated due to elements of the job itself (motivator) rather than the environment they work in (hygiene factor).

2.5.1.6 Job characteristics theory (Hackman & Oldham)

The theory expects that employees will be motivated if the job they perform seems to be meaningful and significant to them, allowing them to grow as individuals. Hackman & Oldham (1980: 261-266) developed a model composed by five ‘job

dimensions' (also 'job characteristics') which cause three psychological states leading to a range of beneficial personal and work outcomes and dealt in general terms with the meaningfulness of the job (1, 2, 3), the responsibility for the work's outcome (4) and finally the knowledge of the work activities (5). The five dimensions were the following:

1. *skill variety*- whether the job requires the individual to use a variety of skills in order to perform it
2. *task identity*- the degree to which the job involves the completion of a task from the very beginning to the end or not
3. *task significance*- the degree to which the job influences others' lives or not
4. *autonomy*- whether the job allows freedom and independence to the individuals engaging with it
5. *feedback*- the degree to which the individual who has performed the job gets substantial feedback concerning the effectiveness of his/her performance.

The above dimensions according to the developers of the theory prompt the following 'psychological states' (all quoted from Hackman and Oldham, 1980:261-264):

- a. experienced meaningfulness of the work- 'the degree to which the individual experiences the job as one which is generally meaningful, valuable and worthwhile'
- b. experienced responsibility for the outcomes of the work- 'the degree to which the individual feels personally accountable and responsible for the results of the work he/she does'
- c. knowledge of the results of the work activities – 'the degree to which the individual knows, and understands on a continuous basis, how effectively he or she is performing the job'.

What is the relationship drawn from the above psychological states and work motivation? In order for this question to be answered we need to know how the individuals experience the above states. If an individual experiences them positively, (e.g. if the individual perceives his/her work as being meaningful, feels as having the control over the work's results and understands that he or she performs effectively on the work) he or she is said to be intrinsically motivated to perform well again in the future.

Moreover, Hackman and Oldham (1980:264) in their effort to account for the different reactions to their work developed a measure called the ‘individual growth need strength (GNS) which measured the degree to which people have a need for personal growth and development’, claiming that those people with a high GNS will respond more positively to a job high in motivating potential than people with low GNS’ (Hackman and Oldham, 1980: 264-265). This claim justifies the differences of the reactions of various people to similar jobs and situations.

Finally, Hackman and Oldman (1976) created a list of four key ‘personal and work outcomes’ that are affected by the relationships between job characteristics, psychological states and growth needs strength:

- a. internal work motivation
- b. high-quality work performance
- c. satisfaction with the work
- d. absenteeism and staff turnover.

In teaching, a teacher according to the job characteristic theory is expected to be motivated if he/she finds the job meaningful, significant and able to make him/her develop as a person.

2.5.1.7 Theory X and Y (McGregor)

The theory claimed that employees can be either intrinsically or extrinsically motivated if the organizations they work for provide the systems within which people feel so (money, recognition, autonomy, self-respect)

Based on specific assumptions about -contemporary to McGregor- workers which claimed that those workers were inherently lazy and avoided effort, had contrary goals to those of the organization, resisted any change and finally were poor decision makers (Theory X) (McGregor, 1960: 33-43) it was believed that organisations should establish systems able to motivate the workers (theory Y) (McGregor, 1960: 45-57) . One approach that could lead to the formation of such systems would be the use of extrinsic (money, recognition, social acceptance) and intrinsic (deriving from

the work itself such as autonomy, self-respect) rewards. (McGregor, 1960: 47-48). Moreover, other approaches suggested to managers were to allow workers to take part in decision making, enjoy close supervision as well as detailed training and guidance on how to do the job (Hollyforde & Whiddett, 2002: 143). Theory Y, based on the fact that all employees had the potential to improve within their current roles, that they were able to take responsibility and that they can have similar goals to the organisation goals was what McGregor responded to what he thought Theory X's flaws were.

Theory X's and Y's claims can be applied in the design of the teaching environment in cases where the teachers are not motivated and productive enough by applying Theory Y's suggestions (i.e. extrinsic rewards, training, participation in decision making etc.)

2.5.2 Process theories

Process theories of motivation are the ones that focus on 'how' behaviour is motivated. Some of the most important process theories with applications to the motivation of Foreign Language teachers are mentioned below.

2.5.2.1 Equity theory (Adams)

Equity theory provides the rationale for the argument that if equity is not possible in both 'work' and 'reward', then individual differences should be accordingly rewarded. According to researchers people seek what they perceive to be a just or equitable return for their efforts. (Huczynski & Buchanan, 2001: 246) What people perceive as 'just' according to the theory depends on the comparison of their situation with that of others around engaged in similar situations. The most influential work of this theory comes from Stacy Adams (1965:132) who claimed that individuals are motivated to act in situations which they perceive to be unfair; inequity is felt when they get either more or less than they think they deserve. Adams proposed that one way to measure this inequity would be to compare our contributions to the job (inputs; experience, skills, intelligence, age, effort) as well as the outcomes and rewards (outputs; promotion, pay, status, recognition, good relations with others) to those of the other

people in similar and other situations. Finally, following the theory's point of view when the relation of the inputs and outputs is equitable to the one of the referent group, there is harmony. Otherwise, when it is estimated to be inequitable, there is inconsistency. In the case of conflict people are motivated to create agreement by creating equity. (Adams, 1965:136)

Equity theory could be applied in cases where teachers seem to be de-motivated when they compare the 'input' they put in their job and the 'output' they gain with those of other people in other professions since they feel that they do not have equal weighting and decide as a result to leave the teaching profession.

2.5.2.2 Expectancy theory (Vroom)

Expectancy theory explains relative value of rewards and indicates the importance of the perceived possibility to earn a given reward in motivational processes. The American psychologist Victor Vroom (1964) developed the expectancy theory based on the notions of: 'valence', 'instrumentality' and 'expectancy'. He claimed that individuals expect particular actions to achieve certain goals. For instance if someone expects to get more money from working hard, and he/she needs more money, then we can predict that he/she will work hard (expectancy) (Vroom, 1964:17). On the other hand, the desired result might be something worth striving for (positive valence) or avoiding (negative valence). Motivation, Vroom claimed, depends on how strong the expectancy is and how important the goal is to the person. People tend to be more motivated towards obtaining goals which are worthwhile to them as well as to be de-motivated when they feel that the particular action is not important and worthwhile to them (zero valence) (Vroom, 1964:15). Moreover, the third element of Vroom's theory, 'instrumentality', is defined as the perception that the temporary outcome will lead to another important outcome (Vroom, 1964:238). For instance, employees may think that if they work harder it will lead to improved job performance (temporary result) that will in turn, lead to promotion or better treatment from their supervisors (future outcome). So, assuming that a better treatment or a promotion is considered important by those employees their improved job performance will be instrumental in achieving it and expectancy will be high if the employees think that they do have a

chance due to their increased performance to get promoted or more fairly treated. Finally Vroom (cited in Vroom,1964:105-159) found that employees' job satisfaction is directly related to the extent to which employees' jobs are instrumental to the attainment of outcomes, such as pay, consideration by their supervisors, interaction with their co-workers and the number of different tasks they perform at their work, that are attractive to them.

If Vroom's claims were to applied to foreign language teachers one could argue that many teachers might become de-motivated if they sense that their 'instrumentality' is zero due to the fact that the effort they put into their job is not equally rewarded since they get paid exactly the same with other colleagues who do not put the same amount of effort.

2.5.2.3 Internal-External control theory (Rotter)

Internal-external theory suggests that employees will be motivated when they sense that the outcome of their work is due to their own effort. As a result the reinforcement of a person is dependent to some extent on how the individual perceives the cause of the result/outcome (Rotter, 1972:11). Rotter developed an 'internal-external dimension' in order to measure the 'locus of control' defined as 'the extent to which people feel they are in control of the situation they are in, and therefore the extent to which they are confident of directing the events'. According to this dimension there are two extremes: the 'external control' referring to situations where the individual feels that the outcome of his/her actions is attributed to factors such as chance, fate or the control of powerful others and the 'internal control' which is related to situations where the individual feels that the event is reliant to his/her own behaviour or his/her characteristics. Rotter (1966:34) concludes that 'the individual who perceives that he/she is control of what happens to him/her may conform or may go along with suggestions when he chooses to and when he is given a conscious alternative. Yet, if the individual thinks that such suggestions are not to his own benefit or if he perceives them as attempts to influence him without his awareness, he reacts resistively'.

Teachers might be motivated when they feel that the outcome of their job – e.g. facilitating learning – is the result of their own effort which they have complete control of.

2.5.2.4 Reinforcement theories (Tosi et al)

Based on the behaviourist approach to learning according to which ‘learning is the result of experience’ (Huczynski & Buchanan, 2001: 112) Reinforcement theory claimed that ‘behaviour is influenced by the consequences of previous actions’ (Tosi & Carol, 1970). There are two types of reinforcement: the positive and the negative one. The first one refers to ‘the attempt to encourage desirable behaviours by introducing positive consequences when the desired behaviour occurs, leading to positive consequences’ and the second one is ‘the attempt to encourage desirable behaviours by withdrawing negative consequences when the desired behaviour occurs, leading to the withdrawal of negative consequences’ (Huczynski & Buchanan, 2001: 112-113). Furthermore, Tosi et al (1994) claimed that there are two other types of consequences that can result in different effects: punishment (where undesirable consequences can be applied or desirable consequences can be taken away) and extinction (where a person stops using a former reinforcer). Also, the strength of reinforcement relies on different patterns of reinforcement- reinforcement occurring every time the behaviour occurs, after a fixed period of time, at irregular periods, or after a number of activities. In every of the above patterns Tosi et al (1994) claimed that ‘the closer the reinforcement to the behaviour, the stronger it is’.

Moreover, the more frequent the reinforcement, the stronger it becomes. This explains the speed at which behaviour is picked up or dropped (Tosi et al, 1994 cited in Huczynski & Buchanan, 2001:112-113) .

Finally, the strength of the reinforcement depends heavily on the individuals’ perception of the reward or punishment .The more directly the reinforcement is related to the person’s behaviour the stronger it will be (Tosi et al, 1994 cited in Huczynski & Buchanan, 2001:112-113).

Reinforcement theory is applicable when teachers make use of their own experience as students, trainees and teachers in order to influence the consequences of present actions.

2.5.2.5 Social Learning Theory (Rotter, Bandura)

Social Learning Theory (SLT) suggested that needs are learnt, goals are subjects to other influential people's ideas.

It focuses on the social influences on people's goals and the value they put on them. It is argued that we learn correct behaviours through experience and through the examples or 'role models' provided by other people. Rotter et al (1972:30-34 outlined the key points concerning 'the nature of needs' which are the following:

- a. needs are learnt or acquired
- b. early goals appear as being the result of satisfactions and frustrations of other than the individual influential people (family members, friends)
- c. behaviour may have been based either on internal or external (through outcomes observed by others) reinforcement
- d. many behaviours or a group of them can end up in the same effect therefore a behaviour may be more valuable in relation to its occurrence with other behaviours than it would be on its own .

As a result social learning theory suggested that motivation to behave in a certain way is the result of learned through reinforcement goals, by and within, our social groups. In order for the theory to account for the differences among individuals belonging to the same social group it created some basic concepts which account for predicted and expected behaviours, individual preferences and the psychological state within which a certain behaviour is demonstrated. (Hollyforde & Whiddett, 2002: 136).

Social learning theory would apply to those EFL teachers who enter the profession because they were influenced in their choice by other people around them (parents, former teachers etc.)

2.5.3 Summary

Dornyei (2001:2) commented that even though ‘different scholars have come up with different most important motives, which is what differentiates between the various competing theories, the problem that still exists is that all the theories or most of them, largely ignore each other and very often do not even try to achieve a synthesis’. Still, each motivation theory possesses its own strength. In this paper the researcher will attempt to assess the motivation of the teachers participating in this study by using the theory that best describes the factor of motivation for EFL teachers/employees.

2.6 Motives for teaching

Since the concept of motivation is closely related to the reasons (motives) that drive people into performing an action (McClelland, 1976: 76) it would be useful to review some of the existing studies that brought light into what motivates people into choosing teaching as a career.

According to a study by Kyriakou et al (1999:373-380) the main categories of the reasons why people choose teaching as a career fall into three main categories:

- *Altruistic* reasons explaining that prospective teachers choose teaching as an occupation because they want to help society in general by helping their students learn.
- *Intrinsic* reasons covering aspects of the job itself, such as teaching children or interest in the use of the subject matter
- *Extrinsic* reasons covering aspects of the job which are not part of it but attached to it, such as level of pay, holidays or status.

(Kyriakou et al, 1999: 374)

Moreover, Kyriakou et al. (1999:373) suggest that some of the reasons given by student teachers in influencing their choice to become a school teacher were the following:

- Enjoyment of the subject
- Working with children

- Wanting to help children
- Liking classroom teaching
- Long holidays
- Social hours

Another study conducted by Yong (1995) on teacher trainees' motives for entering teaching in Brunei Darussalam indicates that the teaching profession attracts people for various reasons (p 276) which fall into three categories: extrinsic, intrinsic and altruistic.

Suzanne Stiegerlbauer (1992) (cited in Bastick 2000:2) refers to the desire for prospective teachers to act as role models, the creation of a positive learning environment, the love for children, and long vacations as being some of the primary motives that make student-teachers choose teaching as a profession.

2.7 Teachers' motivation

The study of learners' motivation in second/foreign language learning has been a point of much research for decades becoming especially important when Gardner and Lambert published their results of a ten-year study in 1972. (Gardner and Lambert, 1972) Also in the 90s many more studies were carried out (Dornyei, 1990; 1994a; 1994b; 1995, Oxford and Ehrman, 1995, Oxford and Shearin, 1994) in the hope that the identified characteristics of motivated ESL/EFL learners would help teachers to motivate their own students.

The issue of teachers' motivation even though attracting limited research has concerned some researchers as well. Spuck (1974:18-34) concluded that the various extrinsic rewards (raises, promotional opportunities) may not as the prime motivators in the case of teachers. Intrinsic rewards (community support, positive social interactions) on the other hand 'contribute to the teachers desire to enter and remain in the system' (ANON (4), in Teacher Motivation research action, ERIC NO ED196116: 4).

Herrick (1973) (in Teacher Motivation research action, ERIC NO ED196116:4) found that a school's organizational structure affects teachers' motivation.

Thomson (1979: 20-36) suggested some strategies that would enhance the motivation of teachers some of which are the following: praising and encouraging, honouring, feedback, increasing teachers' control over their work, collaborative relations and differentiating extrinsic rewards.

Fox (1986:6-19) studied the principals' ability to provide the conditions for teacher motivation. He proposed the following 13 conditions over which principals have influence and are conditions which improve teacher motivation. The principals are able to influence teachers' motivation by:

1. helping teachers understand that teaching and student learning are the primary functions of the school
2. speaking clearly and frequently about the instructional purposes and needs of the schools
3. allocating the resources appropriately
4. including teachers in decision making
5. allowing teachers enough independence to make decisions for teaching by respecting and trusting them
6. creating the appropriate environment for the teachers to be able to express opposition
7. recognising teachers' efforts
8. agreeing on achievable expectations
9. providing professional feedback
10. allowing space for the teachers' personal and professional growth
11. providing physical and emotional safety in the work setting
12. inspiring personal confidence
13. facilitating instructions by providing instructional assistance, sufficient time for instruction, and inservice training

Ozcan (1996:44) proposed a theory of teachers' motivation arguing that economic, honorific, political – participation in the decision making -, intrinsic, means – components necessary for the realisation and betterment of teaching - rewards are factors capable to enhance or decrease teachers' motivation. In addition according to

his theory the greater the consistency between reward opportunities and teachers' beliefs of teaching, the greater will be teacher motivation.

Bevan (1991:28-29) conducted research on whether issues like career development and performance, pay systems, stress and peer support as well as school management had an impact on teachers' motivation. The findings of this research showed that all the above parameters had a strong influence on teachers' motivation at work.

2.7.1 Foreign language teachers' motivation

The topic of foreign language teachers' motivation as a factor affecting student's performance also began to be looked at during the 1990s. The question that preoccupied researchers was to find the factors that influenced language teachers to 'do the job well' and not only 'to get the job done' (Johnson, 2000: 2). Freeman and Freeman (1994) (in Johnson, 2000: 3) claimed that the exposure to new ideas, the availability of materials, the quality of colleagues and supervisors as well as the types of students they have are the factors that influence language teachers in their job.

Additionally, Auerbach (1991) (in Johnson, 2000:2) contended that 'alienation', as a demotivating state, occurs when some language teachers work more than one job for economic security and as a result they fail to sense themselves as being part of any one institution or group.

Moreover, Crookes (1997:69) found that teachers' motivation is influenced by the fact that the curriculum and textbooks' choice are mandated from authorities above or outside the institution because of the need to prepare students for standardised tests. Additionally, Crookes (1997:69) claimed that another point that affects language teachers' motivation is the fact that they do not participate in decision making concerning their own students.

Finally, Alastair Pennycook (1989: 596-597) suggested that another sore point for many teachers is the fact that they do not have the choice to use the teaching method

that suits their own personality and the one of their students; instead, those teachers are dictated by their institution to use only one so-called ‘perfect’ method .As quoted from Pennycook’s work (p.589) ‘many teachers in an EFL context question the usefulness of supposed methods to their own teaching contexts and resent their imposition by ‘experts’ from abroad’.

2.8 Summary

Throughout the literature of the theories of work motivation and the research of teachers in general and foreign language teachers’ motivation the researcher tried to provide the framework in which the factors that motivate or de-motivate Greek EFL teachers will be discussed, since research on the previously mentioned fields can have significant contributions to the teaching context in Greece.

Chapter 3: Methodology

3.1 Introduction

Many claims have been made in the literature review that teachers need stimulation and motivation as well as students to do a good job, claiming that there are many factors that promote teachers' motivation (Bishay, 1996:147).

The researcher's experience both as a learner of English as a foreign language and as a teacher of that language now herself has helped her adopt the belief that the ways in which teachers view the nature and reality of their occupation plays a major role in the way they practice it. Accordingly, the existence or the absence of motivation is an important factor of job satisfaction (Graham & Messner, 1998:197).

However, especially in the researcher's context, which is the Greek one, this belief has not been based on direct evidence on the subject; this absence of research drove her into conducting some research in this area of what the teachers consider factors that motivate or demotivate them into the practice of the foreign language teaching profession with the wish that further research and consideration of the matter will focus on the establishment of these situations where teachers will be highly motivated towards their profession.

This paper's focus is to identify those factors that motivate and demotivate Greek English teachers working in private language centres in Athens and also to read about the teachers' opinions on important to TEFL such as what makes a good teacher, students' exams, occupation change, training, relationships with the students, and teachers' job satisfaction with the hope that those responsible for the TEFL job design, such as the principals or directors of the Private Language Schools will hear the teachers' voices in order to provide those contexts in which teachers can be as motivated as possible towards their job.

This chapter discusses the methodology followed to conduct the study.

3.2 Type of research:

The researcher has decided to conduct primary research which is as defined by Brown (1988: 2) derives from the primary source of information', in the study's case the group of the 52 teachers working in the EFL in Greece. However, it has to be admitted that secondary research (research based on sources removed from the original source, such as books or other studies on teachers' motivation and de-motivation (Brown, 1988:1) was consulted and referred to.

In addition, the primary research conducted fell into the category of the 'statistical studies' which mainly deal with group phenomena or individual behaviour in an effort to focus on the specified group's opinion and attitudes concerning the research question. This further distinction of research is called a 'survey study'. (Brown, 1988:3)

3.2.1 Type of approach to research:

After considering the research question the researcher decided that the type of 'qualitative' research would be the most appropriate one to handle it. It is common that in this type of research researchers place an emphasis on the individuals with whom they are working. In my situation the individuals were 52 non-native EFL, in-service teachers, all Greek, working for private language centres in Athens, Greece. Moreover, in qualitative type of research emphasis is also put on the individual situation that is being researched. In this study the situation refers to the factors that motivate and de-motivate the Greek EFL teachers into the practice of the English teaching profession.

Concerning the findings of this study the researcher will not claim that her findings are representative of the current situation in Greece, since people might argue that the sample of the study is not adequate to do so. However, based on experience and other research conducted on similar situations, this study will try to shed some light on the issue of teachers' motivation and de-motivation of the Greek EFL teachers. The readers should bear in mind though that the researcher will not claim that her findings are generalisable to other EFL teachers working in a different environment.

In Figure 3 below the reader can become acquainted with the main framework of the methodology followed for this study.

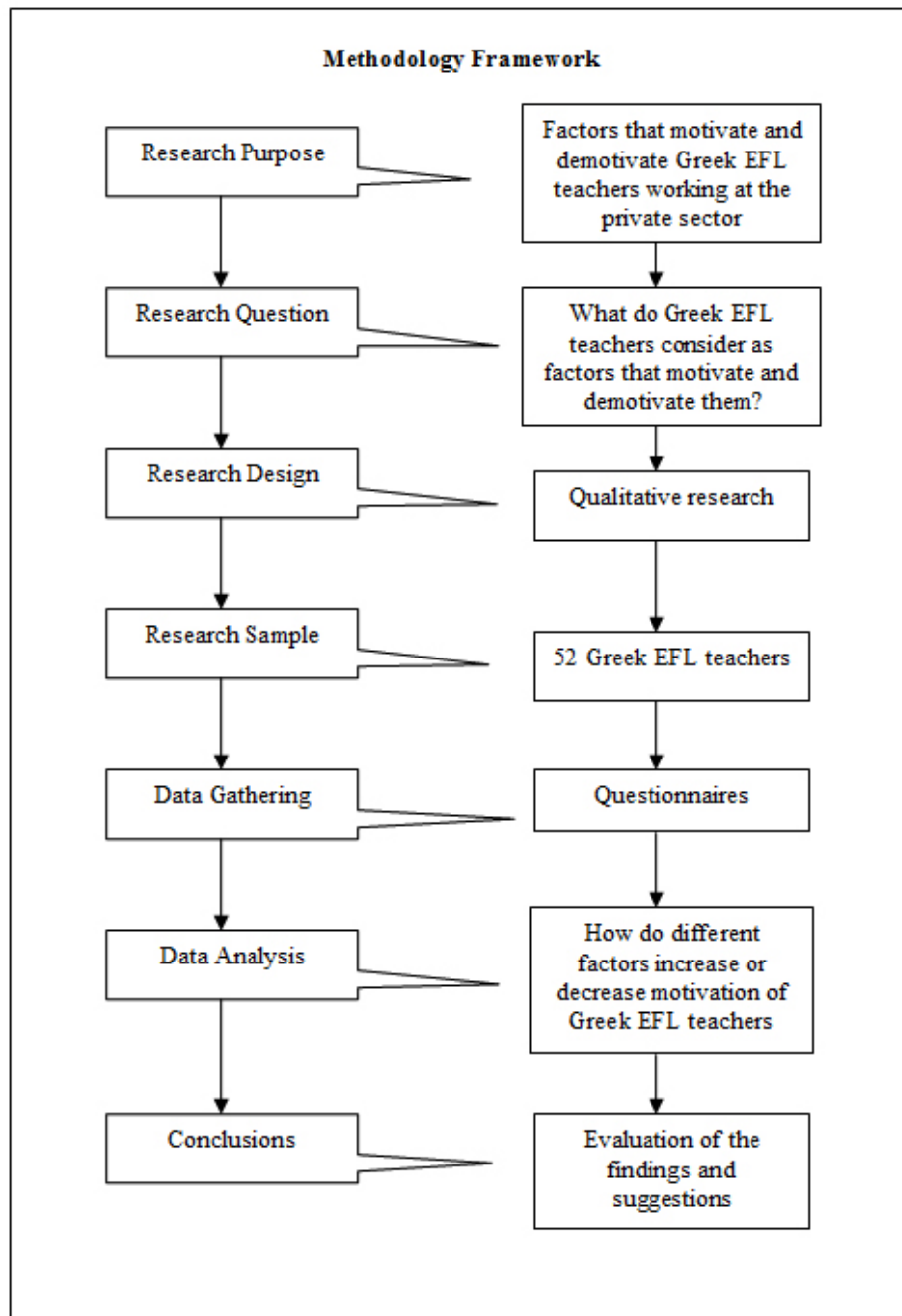


Figure 3: Methodological Framework.

3.3 Objectives:

The objectives of the study are the following:

- 1) To conduct research of a sample of teachers to investigate teachers' attitudes towards a range of factors which may influence motivation.
- 2) To gather data from the primary source in an attempt to frame the current picture of language teachers' motivation in Greece.
- 3) To find out teachers' opinion towards important issues related to Teaching English as a Foreign language. (e.g. students' exams, occupation change, and training)

3.4 Expected outcomes

Since the purpose of this study is to investigate the factors that influence EFL teachers' motivation in Greece it is expected that by the end of it the following points will have become known.

- What motivates foreign language teachers to be part of the teaching community in Greece? (Private language schools)
- What demotivates teachers in Greek private language schools?

Moreover, another objective of the paper is to give a voice to the EFL teachers on important for their profession matters. As a result, another outcome of this paper will be for the reader to read about the teachers' opinions about certain TEFL matters, which are important for the Greek TEFL.

In order for the above to be accomplished research was conducted in the Greek teaching context, with which the researcher is quite familiar.

Unfortunately previous studies conducted in Greece concerning the topic dealt in this study were not found. Yet, using information from previous studies conducted in the USA, UK and elsewhere around the globe (Kyriakou & Kabori, 1998; Reid & Johnson, 1986; Nias, 1981; Yong, 1995), questionnaire templates from studies of employees' motivation in general and information drawn from the researcher's own working experience at a Greek private language institute data were collected using a questionnaire constructed to measure those teachers' motivation. A sample of 52

teachers was approached, working at private language schools in Athens, Greece, who agreed to fill it in.

3.5 Sample selection

The choice of 52 teachers determined the sample of teachers to be used. Those teachers were not randomly chosen since it would be extremely difficult at the time that the research took place; it was late June and most of the private language schools in Greece were closed. As a result the researcher had to approach teachers she already had been acquainted with before. In some instances the researcher contacted some of the teachers by telephone or e-mails. They were each asked if they were willing to participate in the study after having made clear that the questionnaire would not be seen by anyone else but the researcher herself. After they were approached and explained that the measuring instrument would seek to find out the factors that motivate and de-motivate Greek teachers a convenient time for the researcher and the teachers to be given the questionnaire was arranged.

3.6 Design of the instrument (questionnaire)

The design of the questionnaire was based upon the experiences gained after reading other similar questionnaires (Kyriakou & Kabori, 1998; Reid & Caudwell, 1997; Johnson, 1986; Nias, 1981; Yong, 1995) that measured motivation of employees and the relevant literature review concerning questionnaires' design. (Nunan, 1992:143-145 ; Bell, 1999:118-125). However the researcher's personal experience of an EFL teacher at a Greek private language centre enabled her to adjust the existed format questionnaires both to the job of the English teacher as well as to the Greek teaching context. Before distributed to in-service teachers the questionnaire was trialled with former in-service teachers, all Greek and familiar with the certain context, who were also members of the Med TESOL class at the University of Edinburgh. After the trial the following questions were posed to them in an attempt to help the researcher to make any further improvements:

1. How long did it take you to complete the questionnaire?
2. Were the instructions clear?

3. Were any questions unclear and ambiguous? If so, could you point them and explain why?
4. Did you object to answering any of the questions?
5. In your opinion, has any major topic been omitted?
6. Was the layout of the questionnaire clear and attractive?
7. Any other comments?

The questionnaire (Appendix 2) began with a paragraph giving out the identity of the researcher, thanking the teachers for their cooperation in advance and ensuring them that their answers would not be seen by anyone else except the researcher.

The questionnaire was presented in a two sided A4 paper and was designed to take a maximum of five minutes of the teachers' time, bearing in mind that this time was valuable so many teachers might not be willing to dedicate it for the purpose of the research.

In the questionnaire the teachers were asked to 'weigh' each aspect of the questionnaire's questions (Appendix 2- part 1) according to their beliefs and personal experience by ticking one of the five boxes, which indicated the amount of motivation felt by each of them related to the statements. The boxes were labelled as 'greatly increases my motivation', 'tends to increase my motivation', 'has no effect on my motivation', 'tends to reduce my motivation', 'greatly reduces my motivation'.

As far as the second part of the questionnaire was concerned (Appendix 2 – part 2)) the teachers that took part in the research came across 12 multiple choice questions where they provided with a variety of answers and were then asked to indicate the one which best fitted to their own beliefs as well as to provide some information concerning their personal ideas about the topics researched.

Chapter 4: Data Analysis

4.1 Introduction

As stated in Chapter 3 this study was set up to investigate the attitudes of foreign language teachers' motivation towards a range of factors that influence it, gather data from the primary source in an attempt to frame the current picture of language teachers' motivation in Greece and to find out the teachers' opinions toward some important issues related to Foreign Language Teaching from the teachers' perspective, such as occupation change. In order for the above to be accomplished research was conducted on a group of 52 teachers - whose specific characteristics will be discussed below and are shown in Figures 3, 4, 5 - in an attempt to locate the factors that enhance or reduce their motivation.

This chapter presents the analysis of the data as analysed from the questionnaires that were distributed to the 52 teachers, thus it is subjected to the results available. In the first part of the chapter the results of the second part of the questionnaire (see Appendix 2) will be discussed in an attempt to investigate the teachers' ideas concerning issues that have significance in teaching . The issues that will be discussed are:

1. the teachers' preferred age group,
2. what the teachers wanted to become as children,
3. the students' life outside classroom,
4. the teachers' feelings before their students' exams,
5. the teachers' ideas on what makes a good teacher,
6. if the teachers have considered changing their occupation,
7. the teachers' life outside classroom
8. the teachers' ideas about training.

In the second part of the chapter there will be the presentation of the data derived from the first part of the questionnaire in order to analyse what the teachers think as important factors capable to motivate and demotivate them at their work.

Thus, the reader will come across the following sub categories all related to the teachers' motivation: present payment scale, hours of teaching, working environment, relationships with the boss and colleagues, relationship with students, selection of the taught materials, age and motivation, experience and motivation, TEFL training, support from related bodies (Ministry of Education etc.), sense of personal achievement, sense of autonomy, and social recognition.

4.2 General characteristics of the teachers who participated in the research.

In this section the reader will come across the general characteristics of the sample of teachers that took part in this research.

4.2.1 Age

As shown in Figure 4 the majority of the teachers who participated in this study (69%) were aged between 21-30 years old. Language school teachers tend to be younger compared to their colleagues in the public sector ('elliniko dimosio': Greek translation) (Nikolaou, 2003: 13) Additionally, 13% of them were from 31-40 years old , 12% were between 41-50 and only the 6% of the teachers were 51 years old and above.

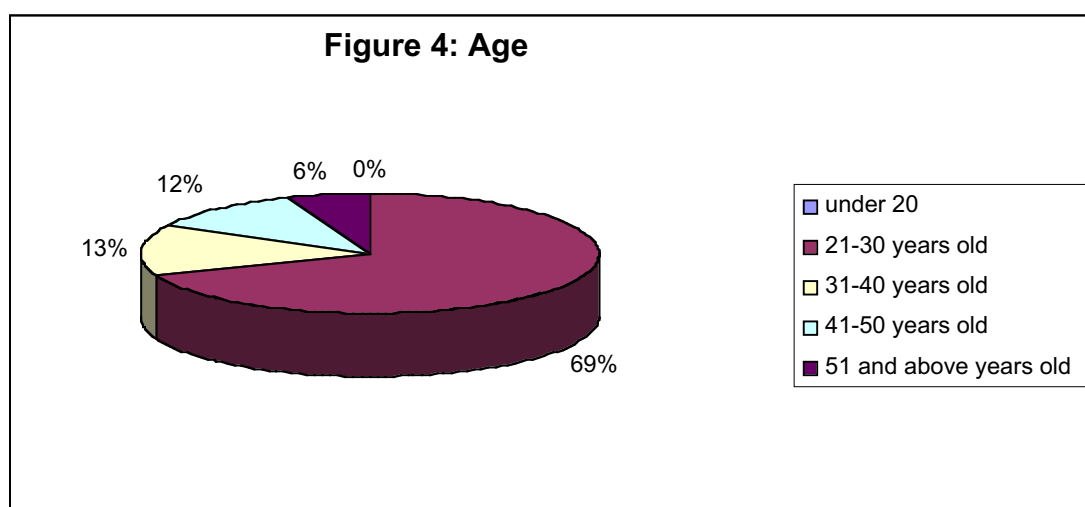


Figure 4: Age

4.2.2 Level of education

From the 52 respondents of the questionnaire 39% of them hold Postgraduate qualification (Figure 5). Consecutively, 23% of the teachers are graduates with a ‘ptychion’, (which is equivalent to a bachelor’s degree) from Greek universities. Then, another 15% and 8% are bachelor’s degrees graduates from either a private university of college located in Greece or a foreign one, located in another country. The remaining 15% of the teachers are teaching English by holding the Certificate in Proficiency in English (CPE) either from the University of Cambridge or the University of Michigan (Ministry of Education, appendix 1)

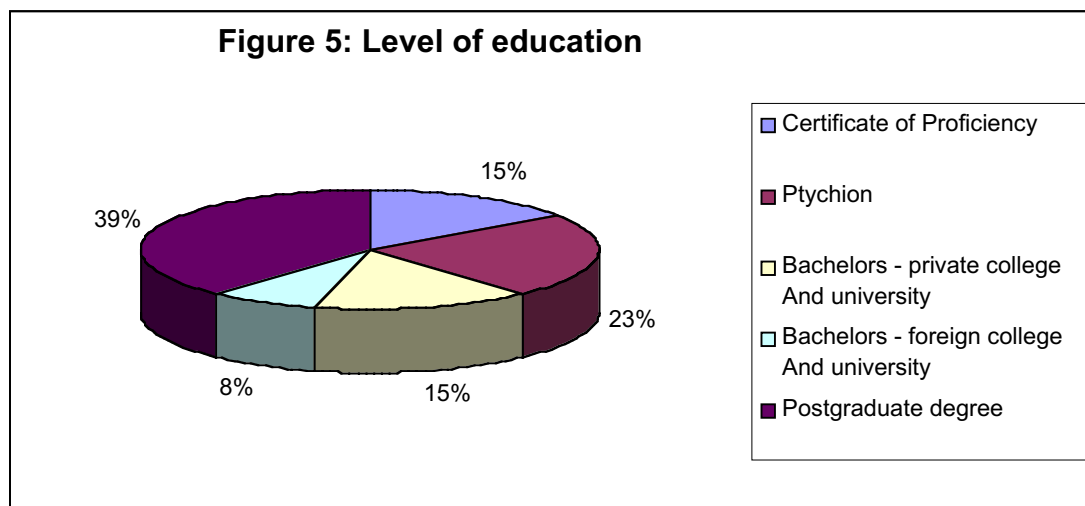


Figure 5: Level of Education

4.2.3 Level of classroom that teachers have taught.

When asked about the level of the classrooms with whom they have experience working (Figure 6) 34% of the teachers said that they have teaching experience with all the levels taught in the private language school (from junior to adult classes). Only 6% of the teachers had experience only with junior classes, another 8% had experience only with elementary classes and 13% of the teachers had worked with students from junior classes up to intermediate. Another 23% said that their levels of classrooms with which they had experience was from junior to upper intermediate classes (FCE) and 6% of the teachers had experience in teaching adults.

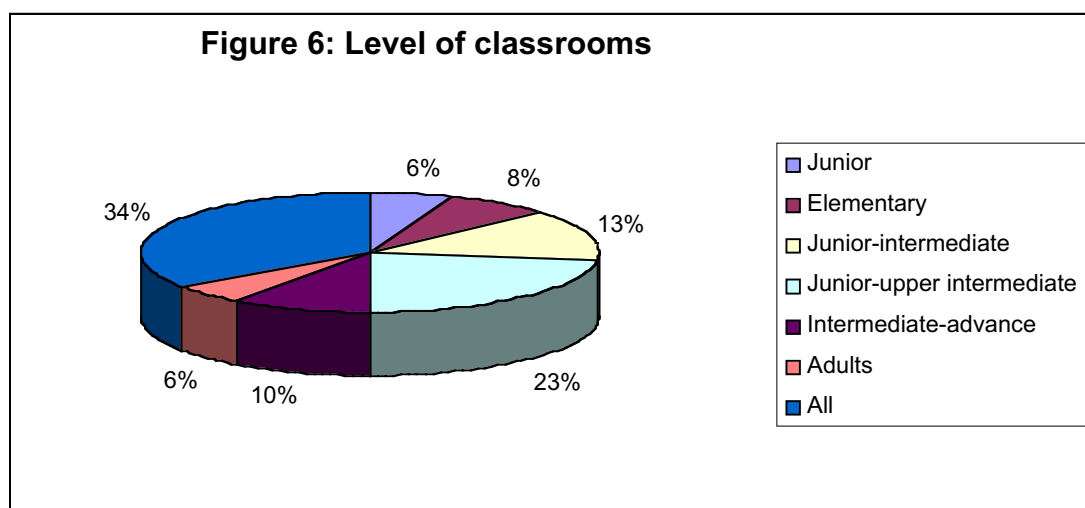


Figure 6: Level of classrooms

4.2.4 Summary

In general, the majority of the teachers who participated in the study were the following:

- Their age range between 21-30 years old
- They hold a Master's Degree
- They have experience with all levels (from nursery to Advanced classes)

4.3 Teachers' ideas on issues related to their job.

In this part the questions from the second part of the questionnaire will be analyzed as an attempt to search into the ideas of the Greek EFL teachers concerning vital matters of the EFL profession, such as the teachers' preferences in terms of the occupation, students, their life outside classroom and training in an attempt for the teachers to be given a voice on various matters of their profession.

4.3.1 Preferred age group

From the teachers who participated in the study 34% claimed that they prefer working with young students, below the age of 11. Others (17%), said that they prefer working with students who are between 15 and 18 years old. Then, 15% preferred working with students of 11-15 years old. There was a tendency among the teachers to prefer older students to younger ones since 15% favored 25 and above year olds and 21% favored students between 18 and 25 years old.

The above results (Figure 7) show that the teachers in the sample were divided in three broad categories; those preferring working with younger students, those preferring teenagers and those preferring adults.

In conclusion it can be said that each teacher shows to have a specific preference of different age groups, which unfortunately, in most of the cases based on the researcher's experience is not taken into consideration by the ones involved in the course organization and delivery.

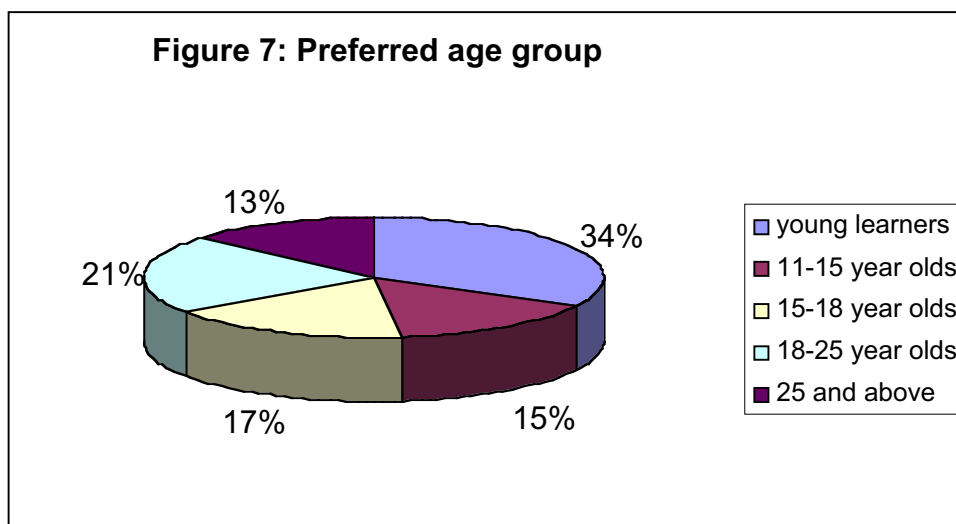


Figure 7: Preferred age group

4.3.2 What did teachers want to become as children?

From the study it came out that the majority (54%) of the teachers who completed the questionnaire wanted to become teachers as children . However the remaining 46% had other plans. Figure 8 includes the exact percentages which are the following: 15% wanted to become doctors, an occupation which provides a service but carries a lot of status as well, 2% wanted to become nurses, an occupation with no status but with the requirement to love working under difficult conditions, 8% wanted to become lawyers and 21% of the teachers desired other occupations.

What can be concluded from the results is that most teachers actualized their ‘dream’ to become teachers, which is something that shows that they were really motivated intrinsically to do so.

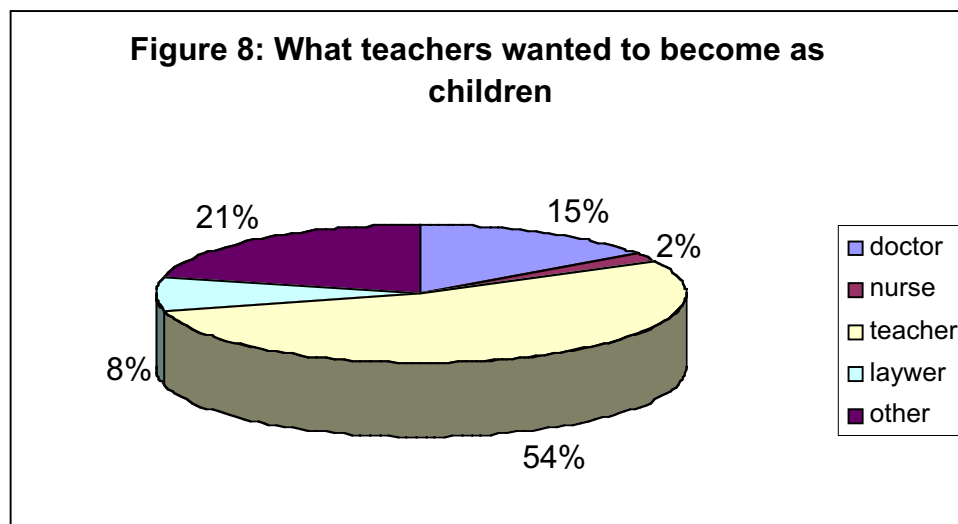


Figure 8: What teachers wanted to become as children

4.3.3 Students' life outside classroom

Another important aspect in ELT is whether a teacher wants to know about the students' life outside the classroom. What is meant by 'life' is the students' family situation, ideas and beliefs about the world in general, their problems and needs outside the classroom confinements.

From the teachers asked it was shown that Greek EFL teachers are really concerned about their students' life since 45% of them claimed that they are really interested to know about their students' life and the 27% claimed that they are interested to be aware of their students' life since it affects their performance. For the 15% of the teachers their students' life outside classroom is an issue for which they could care in the future but has not been an issue so far. Lastly, 13% claimed that are not concerned with their students' life outside the classroom at all.

What can be derived from the results is that most of the Greek EFL teachers think that their students' life outside the classroom is something that they want to be aware of, enriching the idea that teaching is not only the teaching of grammar and vocabulary.

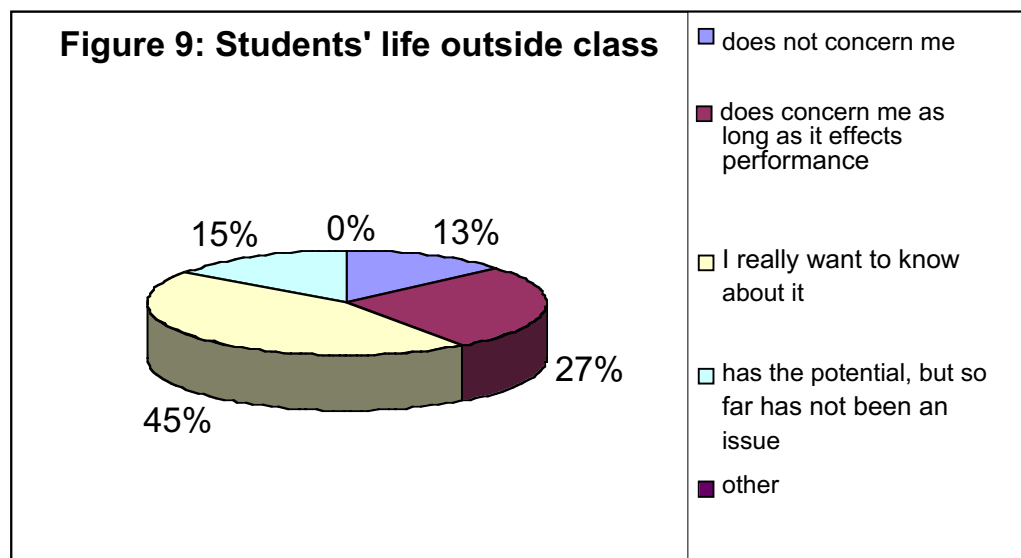


Figure 9: Students' life outside class

4.3.4 Feelings before students' exams

As depicted in Figure 10 most of the teachers who participated in the study (41%) claimed that they feel anxious before their students' exams in the fear of being blamed in the case of a failure by either the students or their parents. Another 29% contended that they feel stressed since they had the experience of testing themselves and know the feeling which makes them sympathetic towards their students. An equal proportion of students (13% each) claimed that they either feel certain that they have done their job well or other feelings that are neither covered from the options of the questionnaire nor defined by the teachers.

It can be concluded though that the Greek ELT teachers who participated in the study feel either threatened to be blamed after a failure of their students or stressed. Thus, their motivation is likely to be influenced either by how other people (students, parents) evaluate their job based on their students' performance or stress.

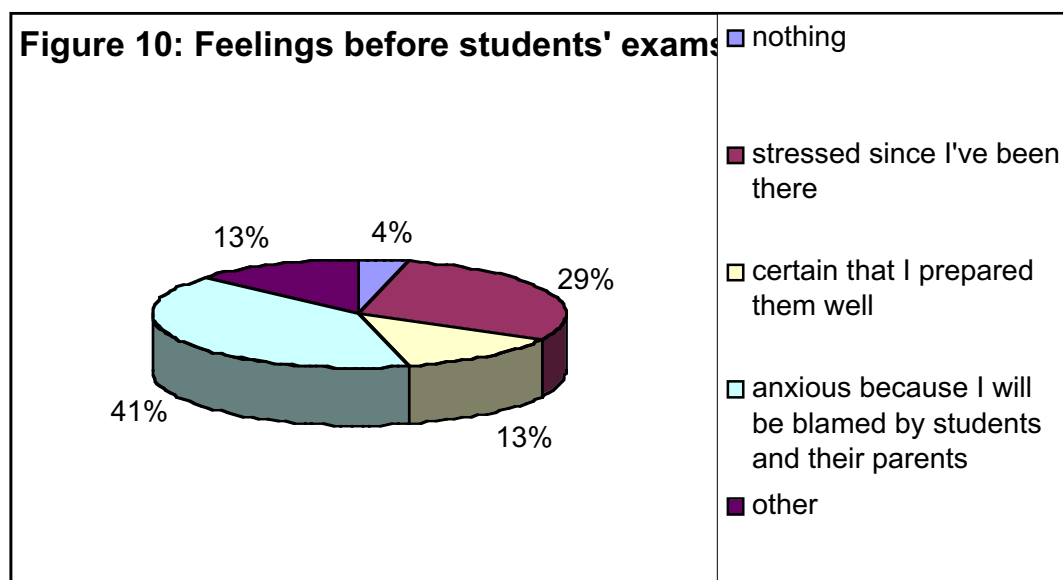


Figure 10: Feelings before students' exams

4.3.5 What makes a good teacher?

In the question ‘what makes a good teacher’ the Greek EFL teachers claimed that the sufficient educational background (34%) and the relationships with their students (33%) are the two most important factors. The third most important element was experience (17%). Then, training was the fourth with 9% of the people choosing it as an option and lastly, other factors – not defined- were chosen by the 7% of the teachers participating in the study.

What can be concluded is that most of the Greek EFL teachers ranked educational background and the relationship with the students as qualities that describe a good EFL teacher.

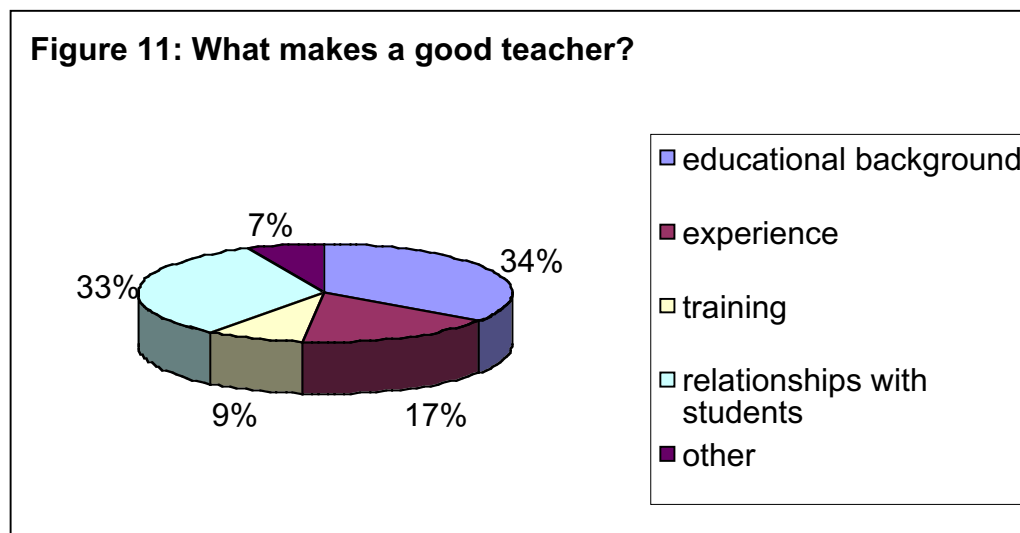


Figure 11: What makes a good teacher?

4.3.6 Which part of the job do you enjoy the most?

As shown in Figure 12 the majority (75%) of the Greek teachers claimed that the part of their job which they enjoyed most was working with young people. There were another 7% who chose other factors, not included in the given choices , such as long holidays. Then, another 17% of the teachers said that they liked the status that is related to their job. It was interesting that none of the teachers who participated in the study chose ‘payment’ as an aspect of the job that provides them with satisfaction.

It can be concluded that what Greek EFL teachers like the most about their job is the fact that they work with young people; whereas what they dislike the most is their salaries. As a result the fact that they work with young people is a factor that enhances the teaches’ motivation and job satisfaction whereas the monetary rewards that Greek EFL teachers receive from their job is a factor that demotivates them.



Figure 12: Which parts of the job do you enjoy the most?

4.3.7 Have you ever considered of changing your occupation?

From the 52 teachers who participated in the study 35% of them as shown in Figure 25 claimed that they have thought of changing their occupation many times. Another 13% claimed that they have thought of doing so sometimes, and another 12% claimed that they have thought of changing their occupation whenever they feel disappointed by something. The biggest percentage though of the teachers claimed that they have not considered changing their occupation at all.

What can be concluded though is that that the majority of the teachers have claimed that they have thought of changing their occupation many times or sometimes. From this conclusion one can see that those teachers feel dissatisfied thus demotivated to keep on working as EFL teachers in Greece.

Equity theory (see 2.5.2.1.) could shed some light concerning the reasons why teachers have considered changing their occupation. According to the theory people tend to leave their present occupation when they feel that the 'input' they put and the 'output' they gain does not have an equal weighting compared to other occupations.

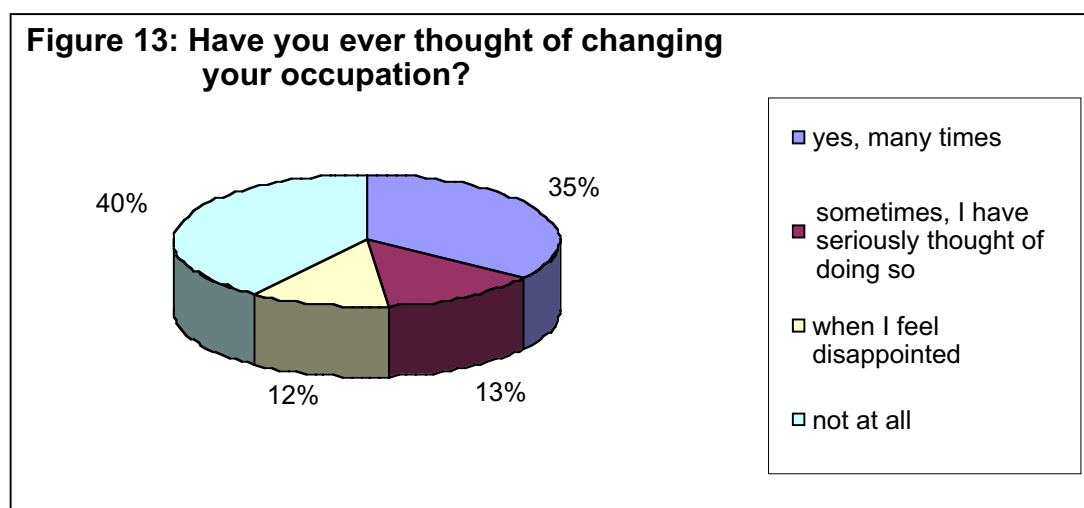


Figure 13: Have you ever thought of changing your occupation

4.3.8 Occupation switch

From the people that have seriously thought of switching their present occupation as teachers there was the tendency to desire a job in the public sector where the payment, holidays and working hours are better compared to the private sector in Greece . A significant proportion of the Greek EFL teachers participating in the study claimed that they would prefer to change their occupation and open a store of their own (17%) and others said that they would prefer to become managers (6%) or working in computer –related jobs (11%). Lastly, another proportion of teachers (28%) claimed that they would choose other job, not included in the given options.

What can be concluded from the above results is that most of the teachers would like a career in the public schools in Greece, mainly because of the better conditions that exist there for the teachers.

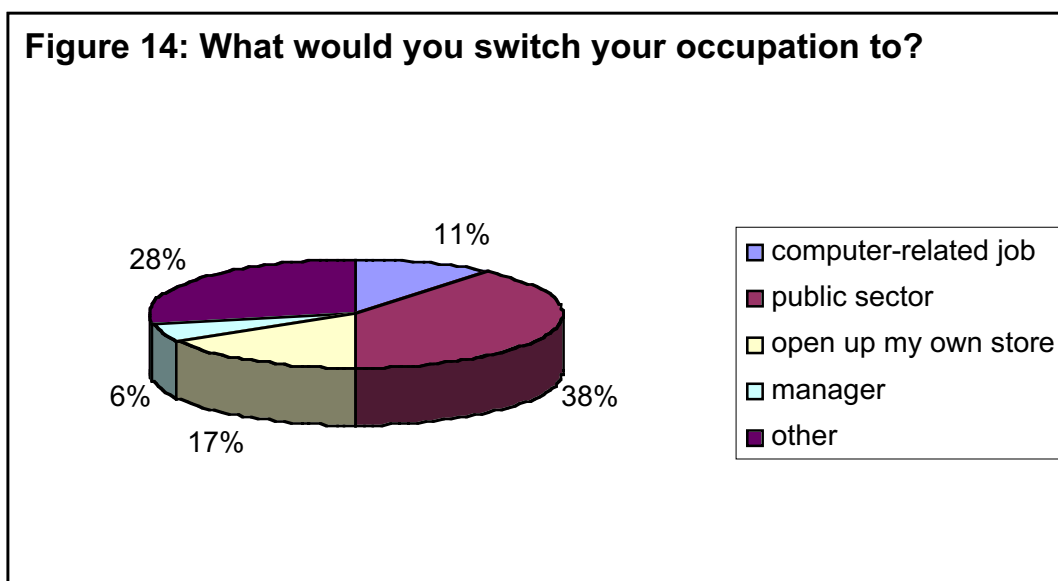


Figure 14: What would you switch your occupation to?

4.3.9 Life outside classroom

In the question about their life outside their job many teachers (36%) answered that working at the private language schools does not enable them to do things they like since their salaries are not enough for them to afford it. Then, another 33% of the teachers complained about the lack of free time to engage themselves with things they really liked doing. Moreover, 19% of the teachers claimed that they have no other life since they do not have any free time to do anything. From the teachers' answers only the 8% seemed to be happy with their lives holding the idea that their job has nothing to do with that.

It is concluded that the lack of time and money are factors that the teachers feel unhappy towards and as a result they are factors that decrease their motivation to work.

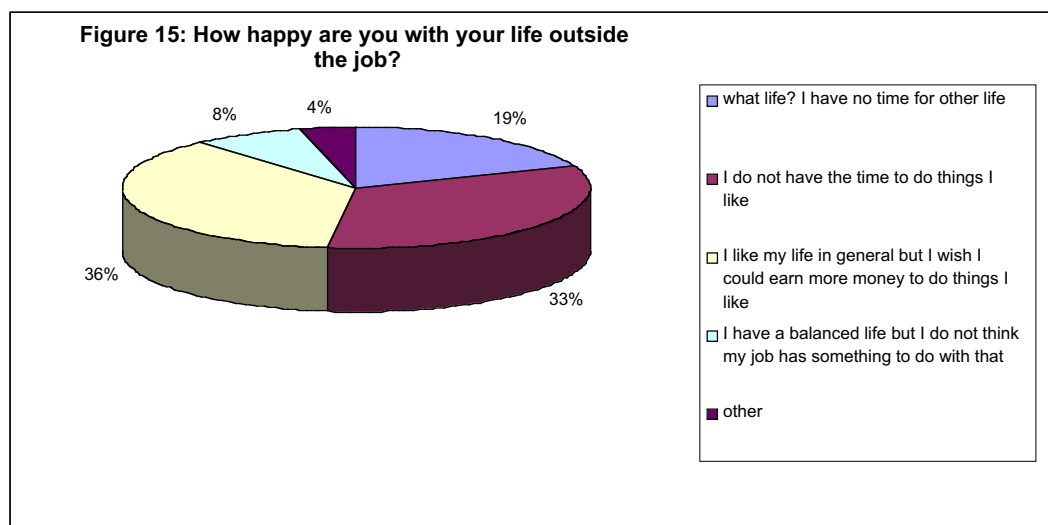


Figure 15: How happy are you with your life outside the job?

4.3.10 Training before entering the classroom

Most of the teachers who completed the questionnaire claimed that they had no formal TEFL training (Figure 16) before entering the classroom for the first time (52%). Instead, they consulted their boss and colleagues (21%). Then, others revealed that they had some training while they were at university (17%) and only 10% of the teachers hold a Teaching Qualification, such as the CELTA.

What can be concluded is that the majority of the Greek EFL teachers enter the classroom from the first time without been professionally trained to teach.

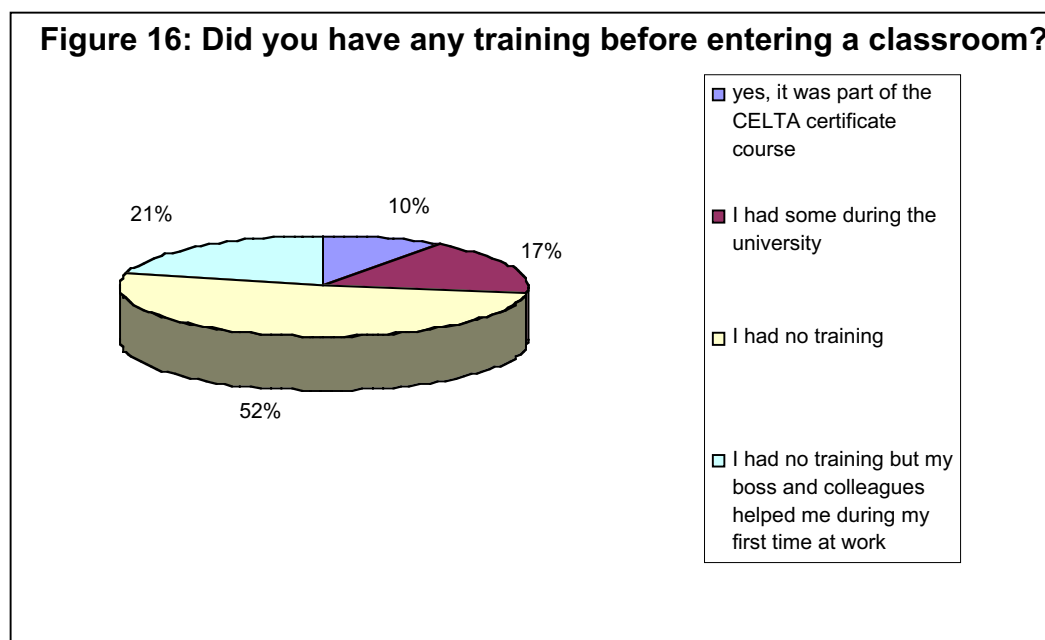


Figure 16:Did you have any training before entering a classroom?

4.3.11 Would you like to have been trained?

From the 52% of the teachers who had not been trained before entering the classroom for the first time the majority (63%) felt that training would have been useful for them in their work. 26% though of the sample claimed that they do not think that training would help them in their teaching since they regard it to be artificial and not related to the reality within a classroom.

It is concluded however that the majority of the teachers who had not received training would wish to have done so; thus the prospect of getting training is a factor that would help teachers and enhance their motivation.

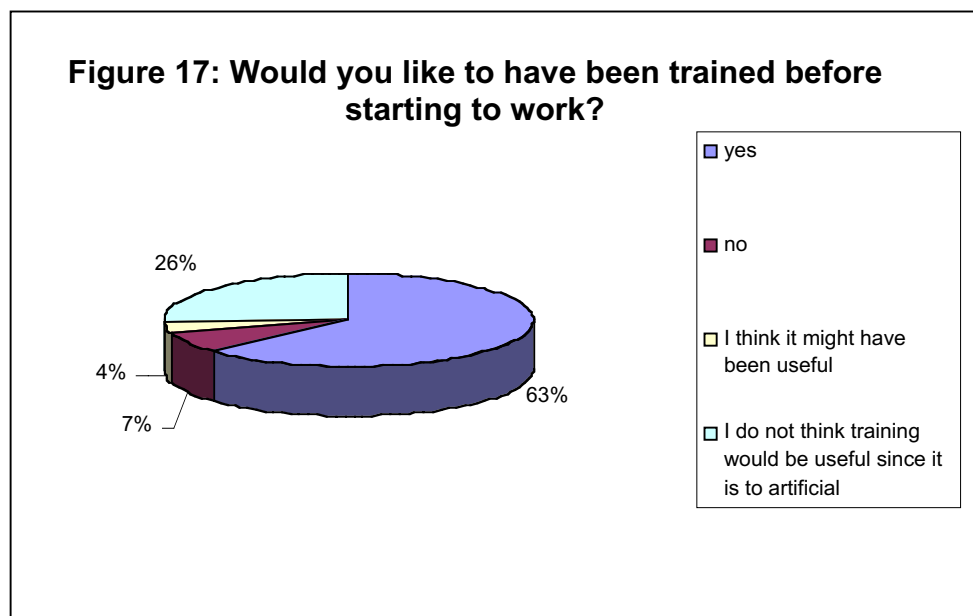


Figure 17: Would you like to have been trained before starting to work?

4.4 Factors that motivate and demotivate Greek EFL teachers.

4.4.1 Present payment scale and motivation.

As shown in Figure 18 the most popular choice in the questionnaire related to the present payment scale for EFL teachers of the private sector in Greece is option D ('tends to decrease'), which states that the monetary rewards that those teachers gain 'tend to reduce' their motivation at work.

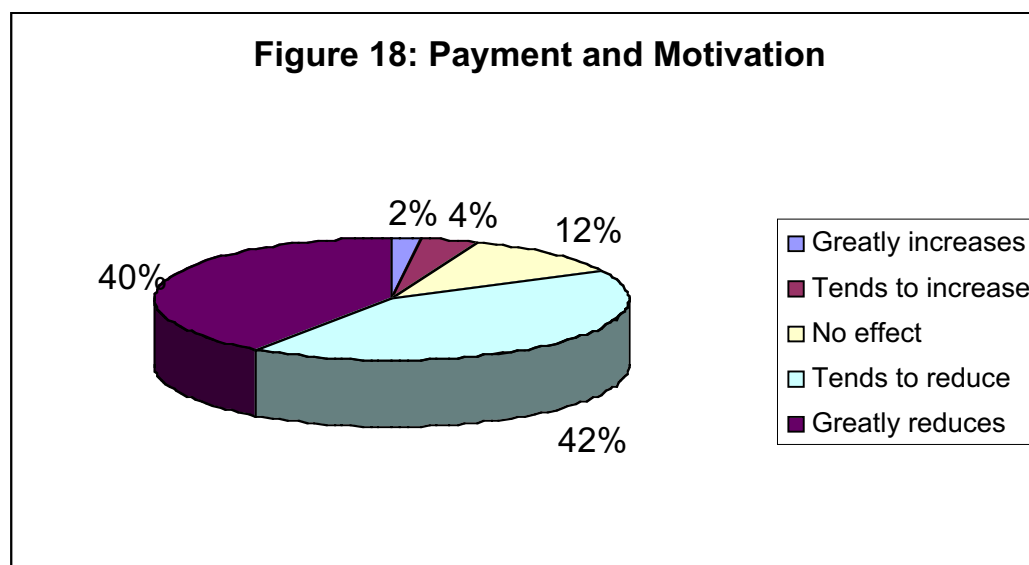


Figure 18: Payment and Motivation

Moreover, the second most popular choice was E, stating that the payment they get from their job 'greatly reduces' their motivation to work. It should be noted that only the 2% of the 52 teachers participated in the study claimed that what they earn from their job is a strong motivating factor.

As a conclusion the present payment scale that exists in Greece for the Private school EFL teachers in Greece is not the one desired by them since 82% of them rank it as a factor that tends to or greatly reduces their motivation. The possible reasons why payment is a factor that reduces teachers' motivation according to an article of an anonymous Greek EFL teacher –unfortunately written in Greek- (available at: www.geocities.com/sefisalonica/epikairothta.htm, accessed on 27/07/2003)) might be the following:

1. low payment scale (see appendix 3:note that the payment is in EURO/ hour of teaching)
2. comparison with other colleagues, who are not putting the same effort, still paid the same since the payment is related to the teachers' years of service and not on the actual quality of the individual teachers' work.
3. comparison with other occupations.

The percentages presented in Figure 18 reveal that payment reduces the Greek EFL teachers' extrinsic motivation. As a result, the teachers expressed that payment is a major demotivator for their motivation at work. Their demotivation is justified by some of the motivation theories reviewed in Chapter 2. Cognitive Evaluation Theory (see 2.5.1.3.) would argue that EFL teachers in Greece are not extrinsically motivated since external rewards, such as payment, are not attached to their profession. Additionally, Maslow's Hierarchy Needs Theory (see 2.5.1.4.) would account for teachers' demotivation caused by their monetary rewards. Lack of sufficient payment means that teachers are not able in many cases to satisfy their lower needs, such as economic safety. Finally, Theory X and Y (see 2.5.1.7.) could justify teachers' demotivation caused by low payment since the 'systems' - extrinsically rewards - that have been developed to motivate teachers as employees are not adequate enough.

4.4.2 Working hours and Motivation.

Figure 19 depicts that the majority (42%) of the Greek EFL teachers declared that the hours they are expected to teach every day have no effect to their motivation towards their profession. In this subdivision none of the teachers claimed that the hours they are expected to teach reduce their motivation 'greatly'. Moreover, a significant percentage of the teachers claimed that the hours of teaching actually are something that 'greatly increases' their motivation.

It can be concluded that the teachers who participated in the study think that the hours they are expected to teach each day have no effect on their motivation to work. On the contrary an important percentage (33%) claimed that the working hours is a factor that actually increases their motivation in a great extent. This finding can be easily justified for someone who has experience in the Greek EFL environment, since the most that the majority of teachers teach in the language schools per day does not exceed 5 hours.

Based on the researcher's experience with the Greek environment it can be claimed that some teachers are motivated by the amount of time they are expected to teach each day at the foreign language school they work for, which does not exceed five hours, for various reasons:

- because they have more time to spend at home or on their hobbies
- because they are able to work elsewhere – such as giving private lessons, where there is not a fixed payment scale - .
-

Whichever the case is working hours is a factor that enhances the teachers' motivation.

Figure 19: Working hours and Motivation

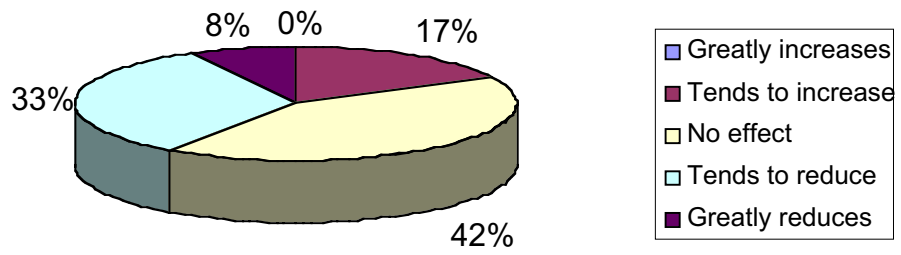


Figure 19: Working hours and Motivation

4.4.3 Working environment and motivation

As far as their present working environment (Figure 20) in their school the largest group (39%) of the Greek EFL teachers claimed that it tends to increase their motivation at work, supporting that a good environment in the workplace does enhance the employees' motivation. Their second most favorable choice was that the environment in their school tends to reduce their motivation at work, chosen by the 25% of the teachers. Moreover, the 13% of the teachers said that their present working environment greatly increases their motivation and the 15% that it greatly reduces their level of motivation. It is significant to point out that the working environment was an insignificant factor to their motivation to only the 8% of the questioned teachers.

As a conclusion the teachers who participated in the study characterized their present working environment in their school as a factor that tends to increase or greatly increases their motivation at work. Yet, there were 25% of the teachers who claimed that the working environment in their school is a factor that either tends to reduce or greatly reduces their motivation. These percentages are obviously school-dependent, but still they reflect the teachers' ideas that the working environment is a factor that depending on the situation can either increase or reduce their motivation.

Herzberg's Hygiene Theory (see 2.5.1.5.) could explain and justify the teachers' answers since it claims that one of the strongest motivators at work are extrinsic needs (including interpersonal relationships) which deal with any element not part of the work itself.

Figure 20: Working environment and Motivation

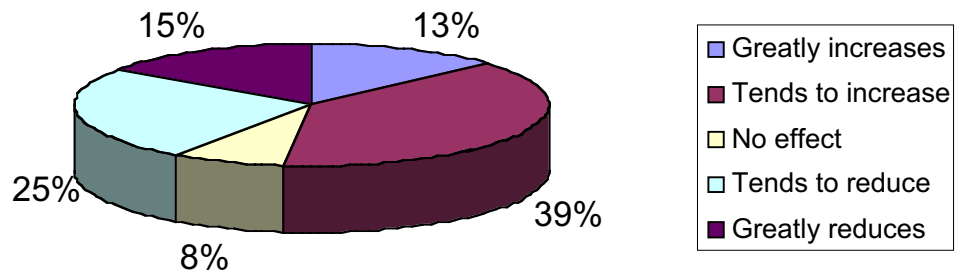


Figure 20: Working environment and Motivation

4.4.4 Relationships with the boss and motivation.

In the question whether the teachers' present relationships with their boss (Figure 21) was considered a motivating or demotivating factor most of the teachers that responded to the questionnaire maintained the opinion that the relationship to the boss is a factor that 'greatly increase' their own motivation to work, assuming of course that this relationship is a fruitful and helping one. Moreover, a great percentage thought that this relationship, provided it is a good one, has the potential to increase the teachers' motivation to their work. Also, 12% of the teachers claimed that their assuming bad relationship with their boss was a demotivating factor to a great extent whereas 13% of the teachers asked claimed that their relationship with their boss is a factor that tends to reduce their motivation to work. Only the minority of teachers (4%) believed that their present relationship with their boss is a factor that does not effect their motivation to their work.

From the teachers' responses it can be concluded that most of them had a good relationship with their boss and as a result this acted as a motivating factor for them. As a result the teachers' relationship with their boss is a factor that again depending on the situation is capable of increasing or decreasing the EFL teachers' motivation. Herzberg's Hygiene Theory (see 2.5.1.5.) applies to the teachers' responses since it accounts for extrinsic to the work itself motivators, one of which is the interpersonal relations at work. Furthermore, Cognitive Evaluation Theory (see 2.5.1.3.) justifies the teachers' answers by claiming that a teacher could be extrinsically motivated if other people, as their boss, links external rewards to the results of the teachers' activities.

Figure 21: Relationships with boss and Motivation

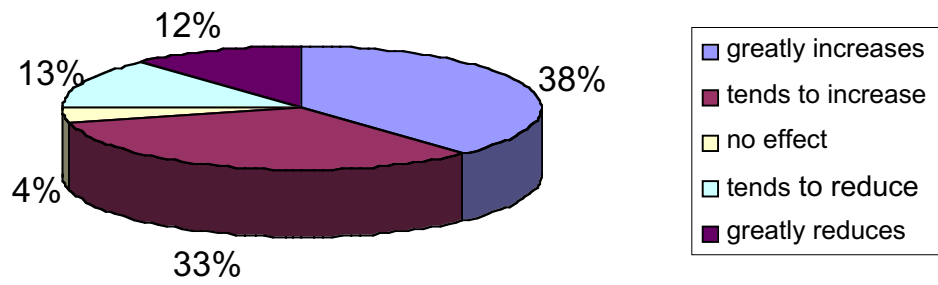


Figure 21: Relationships with boss and Motivation

4.4.5 Reasons for choosing teaching as a profession and motivation.

To the question whether the reasons why those teachers had chosen teaching as a profession the majority of them (61%) claimed that they greatly increase their motivation to work as teachers of English in Greece (Figure 22). The same idea is hidden behind the responses of the 21% of the teachers who claimed that the reasons for choosing their profession tend to increase their motivation to work. Moreover, 12% of the teachers claimed that the reasons for teaching as a profession are irrelevant to their motivation. Also, 4% of the teachers said that the reasons to become an EFL teacher tend to reduce their motivation and finally 2 % of them claimed that these reasons greatly reduce their motivation. From the above results it can be assumed that the majority of the teachers chose the teaching as a profession driven by reasons which enable them to gain high levels of motivation needed in their job.

It is concluded that the majority of the teachers claimed that the reasons why they chose EFL teaching as a profession act as a motivator for them. However, this question is characterised by a flaw, since it should have asked the teachers about the exact reasons that drove them to choose EFL teaching as a profession. However, from the analysis that will follow it can be assumed that the main reason for doing so was the enjoyment derived from working with young people, since most of the teachers claimed that their part of the job they enjoy the most was working with young people. Assuming though that the majority of the teachers chose to enter the profession because they enjoyed working with young people, as the majority declared earlier (4.3.6.) it can be argued that according to the Job Characteristics Theory (see 2.5.1.6.) they find their job significant, and thus the reasons for entering it motivating. For the percentage of the teachers who claimed that the reasons which drove them into choosing teaching as profession it can be assumed that they feel demotivated possibly because their choice was influenced by other people, such as their family, and as a result they feel that they have made the wrong choice.

Figure 22: Reasons for choosing teaching and Motivation

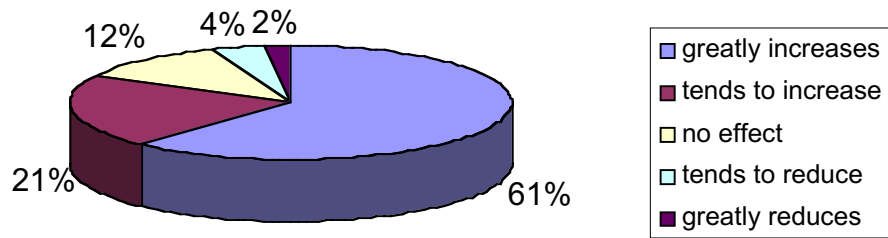


Figure 22: Reasons for choosing teaching and Motivation

4.4.6 Relationships with colleagues and motivation.

As shown in Figure 23 almost half (49%) of the teachers who completed the questionnaire claimed that their present relationships with their colleagues is a factor that greatly increases their motivation at work, trying to picture that a good relationships with ones colleagues is a motivating factor appreciated by most of the employees. However, a significant percentage of the questioned teachers (21%) claimed that their present relationship with their peers is a factor contributing to the reduction of the level of their motivation. Only the 12% and 6% accordingly claimed that their present relationship with their colleagues greatly increases and greatly reduces their motivation at work. Significantly enough, the 12% of the teachers believed that the relationships with their colleagues had no effect on their motivation at work.

Consequently, the majority of the teachers claimed that their present relationship with their colleagues is a factor that acts as a motivator for them. Still, as it was the case with the relationships with the boss, this factor is situation dependent. What is important thought is the fact that good relationships with colleagues can be a strong motivator for teachers.

Hygiene Theory (see 2.5.1.5.) would again justify the teachers' belief that a good relationship with ones colleagues is a motivator factor since it belongs to the category of hygiene factors that can increase motivation at work. Also, Achievement Theory (see 2.5.1.1.) and its notion of 'affiliation' would justify the fact that teachers feel more motivated when they get along with their colleagues, since their 'need to create and maintain positive relations with others' increase their motivation.

Figure 23: Relationships with colleagues and Motivation

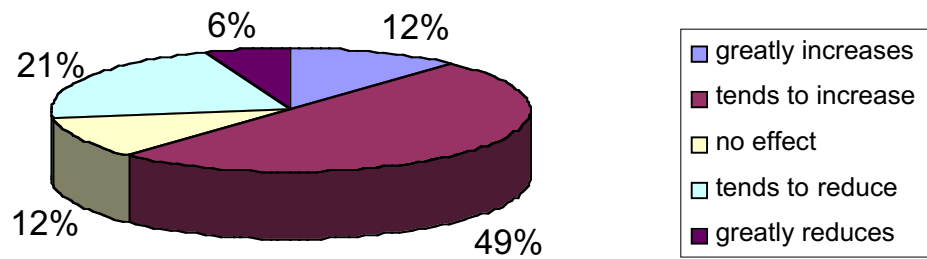


Figure 23: Relationships with colleagues and Motivation

4.4.7 Course material selection and motivation.

In the question whether the way that the course materials are selected in the private language institutes in Greece most of the questioned teachers (44%) claimed that it tends to reduce their motivation to work, as shown in Figure 24. A significant percentage (27%) chose to say that the current way of materials selection greatly reduces their motivation to work, showing their dissatisfaction and disapproval of the way currently followed. Only the 6% seemed to be pleased with materials selection saying that it actually increase their motivation to a great extend. Finally, the 13% of the teachers who completed the questionnaire claimed that the way that materials are selected tends to increase their motivation to work. Finally, a 10% of the teachers believed that the way in which the materials are selected have nothing to do with their own motivation to work as language teachers.

What can be concluded is the fact that the way in which course materials are selected in the private language schools that the teachers who participated in the study work in is not according to those teachers' preference. Thus, the majority of them ranked it as being a factor that either tends to reduce or greatly reduces their motivation. As a result the way in which course materials are selected can be a factor that can influence the EFL teachers' motivation.

Based on the researcher's experience, the teachers' demotivation towards the ways of course material selection is justifiable, since in most of the cases it is done by the principals – owners of the Private Language Schools – leaving out the teacher from the decision making process. Hygiene Theory (see 2.5.1.5.) and Theory X and Y (see 2.5.1.7.) suggest that lack of participation in decision making is a factor that negatively influences peoples' motivation at work.

Figure 24: Course material selection and Motivation

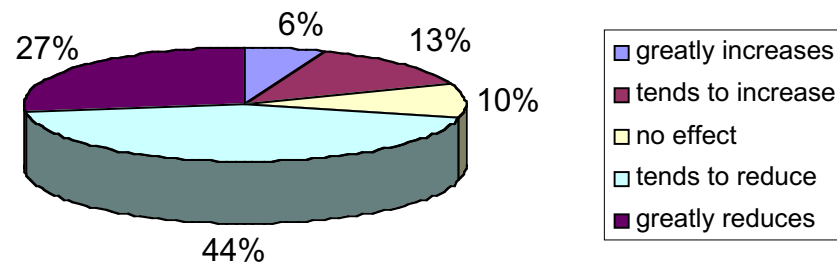


Figure 24: Course material selection and Motivation

4.4.8 Sense of achievement and motivation

Regarding the sense of achievement that the Greek EFL teachers gain from their profession (Figure 25), the majority of them claimed that it tends to increase their motivation to work. This was followed by the percentage of 38% of the teachers who said that the sense of achievement they gain greatly increases their motivation. An 11% of the teachers asked contended that the sense of achievement they currently gain is a factor that tends to reduce their motivation to work. Also, 4% of the teachers claimed that the achievement they feel from being a language teacher reduces their motivation greatly. Finally, only 6% of the teachers believed that the sense of achievement they gain from their profession has no effect on their motivation to teach. What the results showed is the fact that the sense of achievement that those teachers gain from their job is a factor that affects their motivation. For the Greek teachers, the achievement sensed is great so this is why they feel really motivated from it.

Sense of Achievement as a factor that results in the increase of motivation in the work setting is accounted for by various theories of motivation (see Attribution Theory, 2.5.1.2.; Internal – External control Theory, 2.5.2.3.; Job Characteristics Theory, 2.5.1.6.) which claim that when the individuals feel that the outcomes of the job are due to their own efforts they tend to be more motivated.

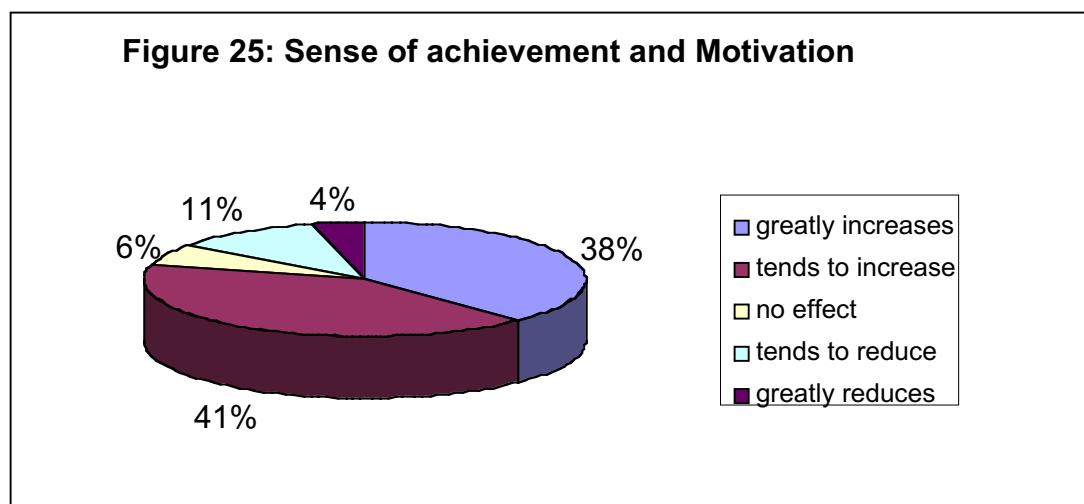


Figure 25: Sense of achievement and Motivation

4.4.9 Relationships with students and motivation

Among the 52 teachers who participated in the study 56% as shown in Figure 26 claimed that their current relationship with their students is a factor that greatly increases their motivation to work. Moreover, 27% agreed that the relationship with their students is a factor that tends to increase their motivation to teach. Also, 4% of the teachers claimed that their present relationships with their students has no effect on their motivation. On the other hand 13% of those teachers said that their current relationships with their students are a factor that does not effect their motivation at work. Significantly enough, none of the teachers participating in the study claimed that their relationships with their students reduce their motivation to work as English teachers.

As it is showed from the study the teachers that completed the questionnaire had established a good relationship with their students which is a factor that motivates them to a great extent. Thus, the Greek teachers who participated in the study believed that the establishment of a good relationship with their students is a factor capable of motivating them.

Hygiene Theory (see 2.5.1.5) and Job Characteristics Theory (see 2.5.1.6.) could be applied in order to explain why the teachers participated in the study claimed that their motivation is increased by the relationship they establish with their students since both of the theories focus on the importance of interpersonal relations at work.

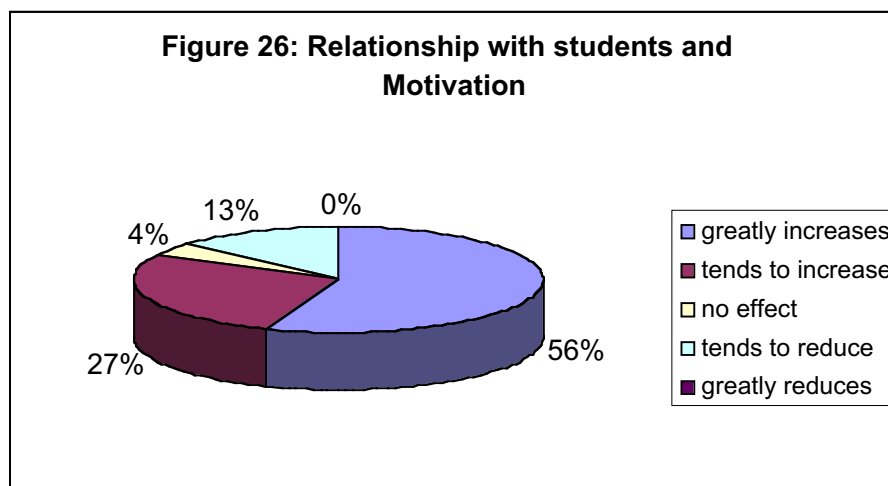


Figure 26: Relationship with students and Motivation

4.4.10 Age and motivation

As shown in the general characteristics of the teachers that took part in this research The majority of them fell into the category between 21 and 30 years old. From their answers as shown in Figure 27 the teachers believed that their age is a factor that tends to increase their motivation to work as language teachers. Another 27% of the teachers claimed that their age is a factor that greatly increases their motivation. Moreover, the 19% of the teachers said that their motivation is not effected by their age. Finally, a small percentage of the teachers claimed that their age is a factor that tends to reduce their motivation. Yet, none of the teachers believed that their age is a factor that greatly reduces their motivation to work as EFL teachers.

As a result, most of the Greek EFK teachers who participated in the study claimed that their age is a factor that can motivate them. It should be noted however that only 6% of the teachers claimed that their age can demotivate them.

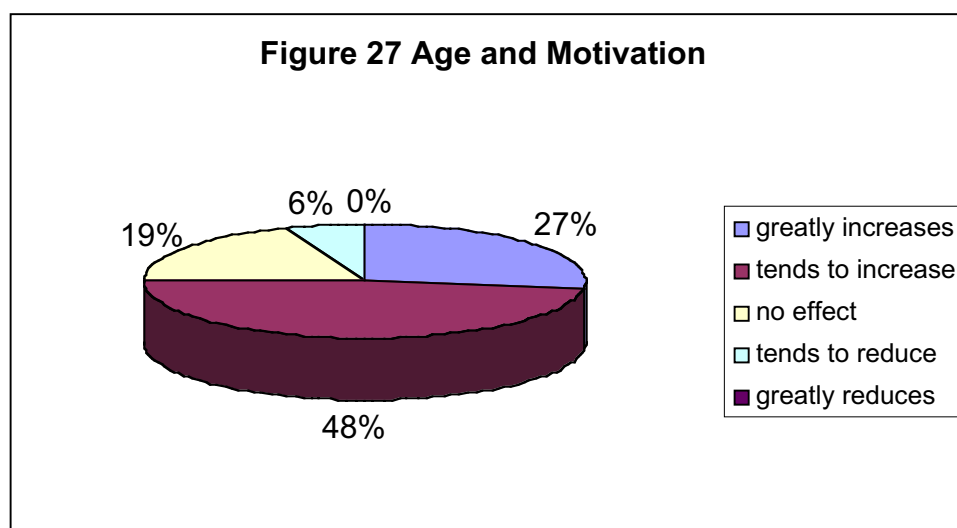


Figure 27: Age and Motivation

4.4.11 Teaching experience and motivation

As far as the teachers' working experience is concerned (Figure 28) most of the teachers claimed that it is a factor that tends to increase their motivation. Then, there was a significant percentage of them suggesting that their experience in teaching is something that greatly increases their motivation. Another 6% of the teachers thought that their experience is something that tends to reduce their motivation at work; none of them though claimed that experience is a factor that greatly reduces their motivation. Finally, only 10% of the teachers who completed the questionnaire believed that their teaching experience is a factor that does not influence their motivation to work as EFL teachers.

As a result the majority of Greek EFL teachers claimed that their present experience is a factor that acts as a motivator for them. Surprisingly enough there were teachers with very little experience, such as a year, who still thought that it had helped them. So, it can be concluded that experience is a factor that affects EFL teachers' motivation in Greece.

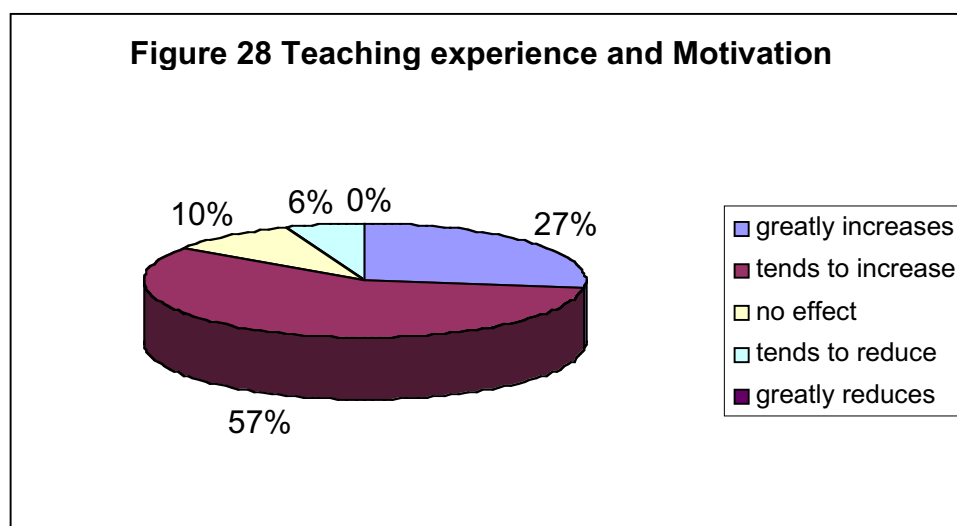


Figure 28: Teaching and Motivation

4.4.12 Training and motivation

Among the teachers who were asked whether the training they had, if any, increase or decrease their current motivation to work the 53% claimed that it tends to increase their motivation to teach (Figure 29). Moreover, 29% of them said that training is a factor that tends to increase their motivation. Furthermore, 12% of the Greek teachers, as shown in figure 14, claimed that training is something that does not effect their current motivation, whereas 6% of the all the teachers said that training is actually a factor that greatly reduces their motivation to work as teachers of English. None of them chose the option that training 'tends to reduce' their motivation at work.

As drawn from the results, most of the Greek EFL teachers claimed that training is a factor that is able to motivate them, thus ranking it as an important factor for EFL teachers' motivation.

Maslow's Hierarchy of Needs Theory (see 2.5.1.4) could account for the importance that the majority of the teachers place on TEFL training since they view it as a way to towards personal growth and development , fulfilling their 'self- actualization needs'.

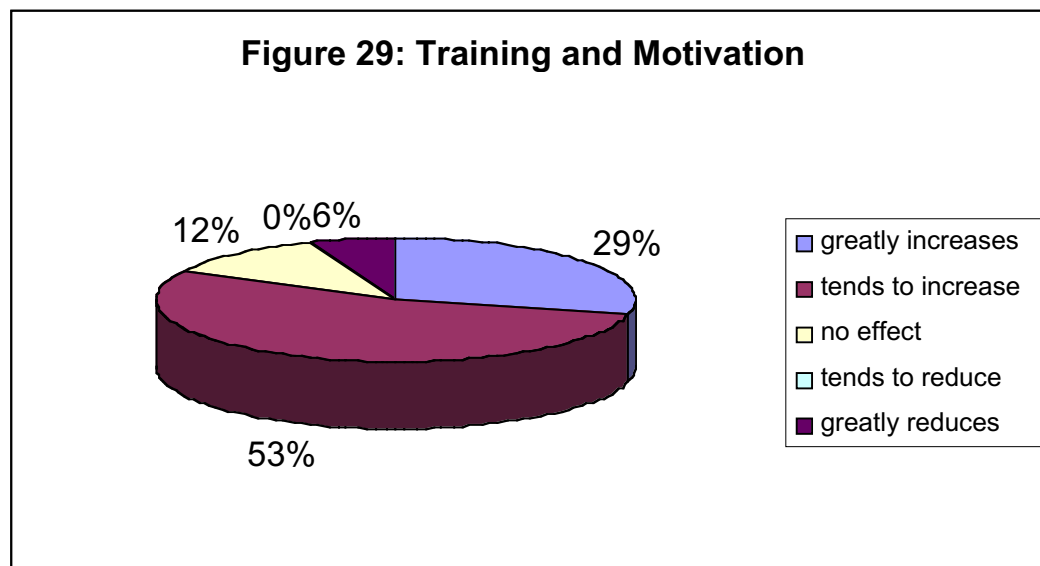


Figure 29: Training and Motivation

4.4.13 Support from related bodies and motivation

As it was expected, based on the researchers' personal experience, most of the Greek EFL teachers (51%) as shown in Figure 19 claimed that the support they receive from either the Greek Ministry of Education or from other related to foreign language teaching bodies, such as the British council and the University of Michigan, is a factor that tends to reduce their motivation to work. The second most popular choice of the Greek EFL teachers (31%) was that the support they receive from the above bodies is a factor that greatly reduces their motivation to work. Moreover, 10% of the teachers who completed the questionnaires claimed that such support from the Ministry or the British Council tends to increase their motivation. Then, only 4% declared that the support is a factor that greatly increases their motivation. Lastly, another 4% believed that there is no connection between support from the Ministry or other bodies and their own motivation to work as EFL teachers.

It is concluded that the teachers who participated in the study do not feel that they are supported enough by the Ministry of Education or other related to EFL bodies and organisations. Thus, support from related organisations is a fact that if it exists can enhance teachers' motivation. Unfortunately in the case of the Greek teachers such help seems not to exist resulting in a great percentage of demotivated teachers.

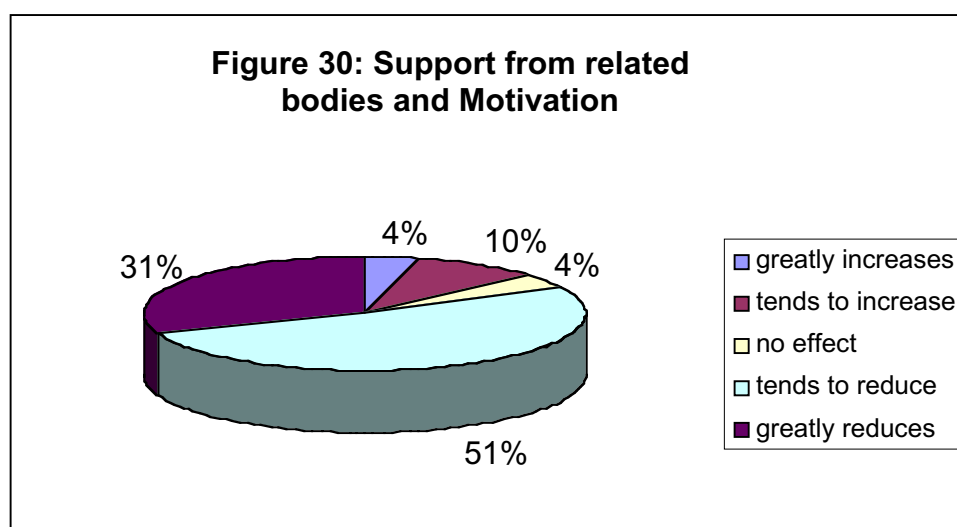


Figure 30: Support from related bodies and Motivation

4.4.14 Autonomy and motivation

Concerning autonomy (Figure 31) in their job as language teachers most of the Greek EFL teachers claimed that it is something that tends to reduce their motivation to work. Another 19% believed that autonomy is something that tends to increase their motivation, whereas 12% of the questioned teachers claimed that the level autonomy at their work is a factor that greatly reduces their motivation to work. Only 4% of the teachers suggested that their present level of autonomy they sense at their work is a factor that does not affect their motivation at work.

What can be concluded is the fact that the majority of the Greek EFL teachers who participated in the study do not feel autonomous in their work setting. The great percentages of demotivated teachers due to the lack of autonomy indicate that autonomy in the workplace is a factor that can influence the employees' motivation.

Various Motivation theories concerning work could apply to 'autonomy' as an important factor to enhance motivation in the work field. Maslow's Hierarchy of Needs Theory (see 2.5.1.4.) claims that the feeling of independence is extremely important to people since it fulfils their 'esteem' and 'ego' needs. Job Characteristics Theory (see 2.5.1.6.) suggests that autonomy to perform the job's task is a significant dimension that enhances intrinsic motivation of the employees – in our case the teachers-. Finally, McGregor's Theory X and Y supports that autonomy is an element that organizations should establish in order to enhance the employees' intrinsic motivation. In the case of the EFL teachers, autonomy can be provided to the teachers by the people who run the Private Language Schools and by other related bodies to EFL in Greece.

Figure 31: Autonomy and Motivation

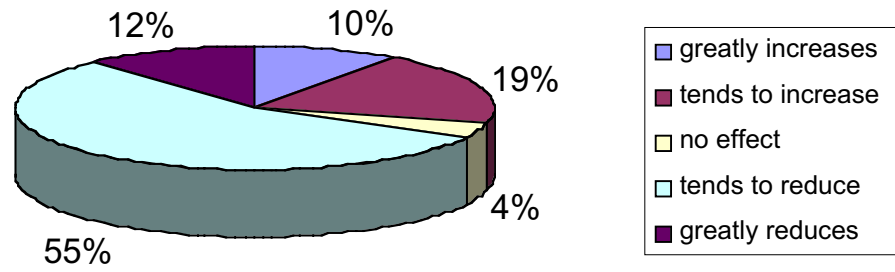


Figure 31: Autonomy and Motivation

4.4.15 Social recognition and motivation

Many of the Greek EFL teachers as presented in Figure 32 (45%) claimed that the sense of social recognition they gain from their work as language teachers in Greece is a factor that tends to increase their motivation to work. Another 21% believed that social recognition is a factor that greatly increases their motivation to work. Moreover, the 19% of the teachers claimed social recognition derived from their work is a factor that tends to reduce their motivation to work as language teachers. Significant was also the fact that 19% of the teachers claimed that social recognition does not matter for them in relation to their motivation for working as EFL teachers. Lastly, none of the teachers believed that social recognition is a factor that greatly reduces their motivation to work.

It can be concluded that the majority of the teachers who participated in the study enjoy a sense of social recognition in Greece, a factor which motivates them to work. Thus, social recognition derived from the job is a factor that can influence the teachers' or any other employees' motivation to work.

Maslow's Theory (see 2.5.1.4.) and McGregor's Theory X and Y (see 2.5.1.7.) account for the importance of the sense of achievement attached to the job and claim that it is a major factor that increase motivation at work.

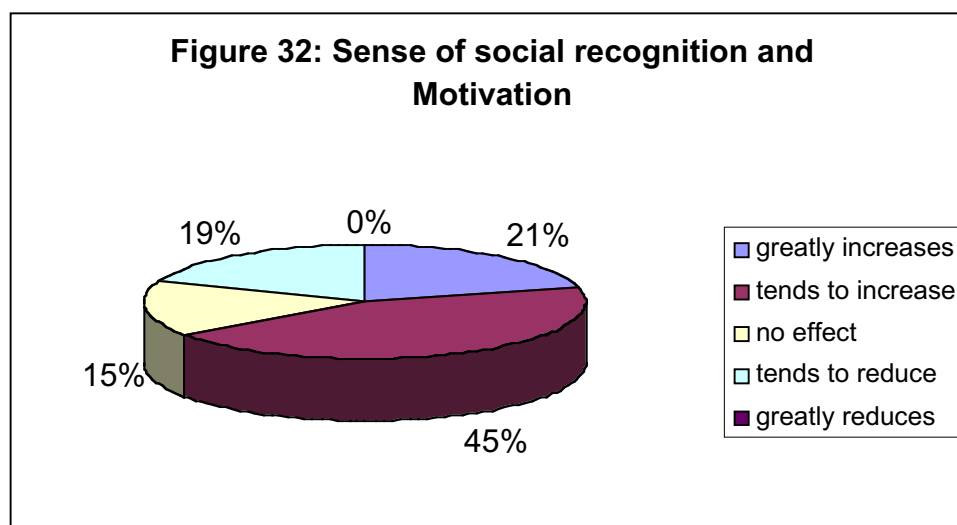


Figure 32: Sense of social recognition and Motivation

4.4.16 Creativity and motivation

When asked about the creativity (shown in Figure 33) they feel they can express while working as EFL teachers in the Greek private language institutes many teachers felt that their present level of it is a factor that tends to increase their motivation to work. Yet, significant was the percentage (31%) of the teachers who claimed that the creativity they have in the classroom setting is a factor that tends to reduce their motivation to work. Another 15% thought their present creativity as being a factor that greatly increases their motivation to work. Also, 10% of the teachers asked claimed that their present creativity has nothing to do with their motivation. Lastly, none of the teachers thought creativity as being a factor that greatly reduces their motivation to work as language teachers.

What the results show is the fact that the Greek EFL teachers who participated in the study tend to be motivated because of the sense of creativity they gain from being EFL teachers. Still, a great proportion of them think that the creativity they currently have is a factor that acts as a demotivator for them. The general conclusion that can be derived though is that creativity in the work setting is a factor that can influence the motivation of EFL teachers.

Internal External control Theory of Motivation (see 2.5.2.3.) accounts for the importance of the sense of creativity felt in the work place. Teachers feel motivated because the sense that the outcome of their job is the result of the effort they put to accomplish it.

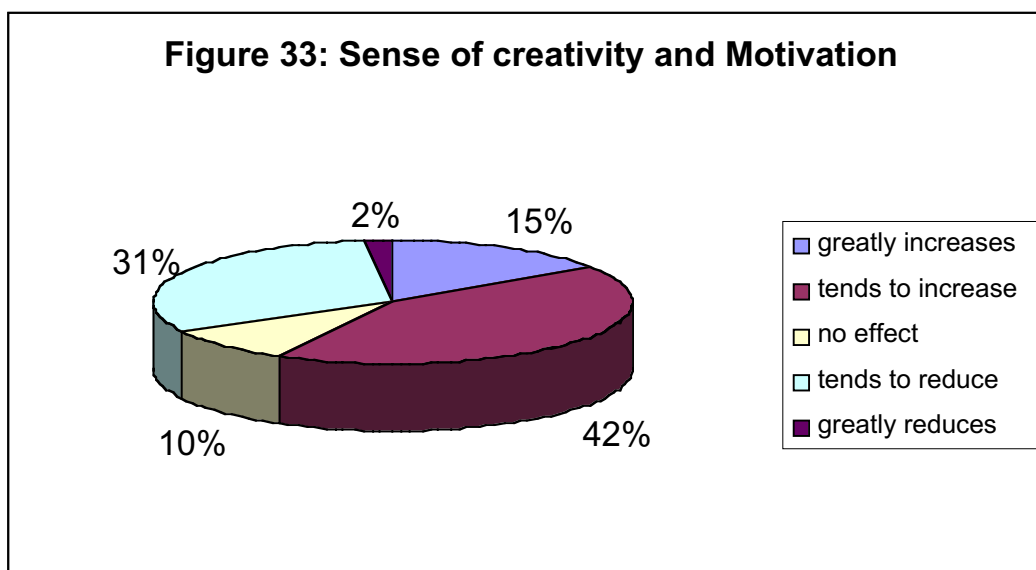


Figure 33: Sense of creativity and Motivation

4.5 Summary

From the results that were presented above it can be claimed that the teachers who participated in this study:

- have their preferences in terms of the age group they enjoy working with.
- wanted to become EFL teachers from a very young age.
- are really interested to know about their students' lives outside the classroom setting since they believe that what happens to students in their life in general is significant to their academic performance, showing a particular sensitivity and care about their students as persons.
- feel really anxious before their students' exams.
- claimed that sufficient educational background and the relations with students are what , among others, make a good teacher
- claimed that what they enjoy the most in their job is that they work with young people
- have thought of changing their occupation for a work in the public sector, where the salaries are much better
- are not happy with their present salaries
- had no TEFL training at the beginning of their career, even though they would have wanted to.

Concerning the factors that motivate and demotivate the Greek EFL teachers the data analysis showed that the factors that motivate the teachers are their working environment, their relationships with their boss, colleagues and students, the sense of achievement the gain from being teachers, their age, their teaching experience, the training they had, the sense of creativity the gain from teaching, and the sense of social recognition.

On the other hand, the factors that demotivate the Greek EFL teachers include the present payment scale, the lack of support they receive from the Ministry of Education and other related bodies in TEFL in Greece, and the lack of autonomy to perform their job as they think appropriate.

Chapter 5: Conclusion

5.1 Discussion of the findings.

In this study it was assumed that teachers as human beings are motivated to survive, utilize their potentials, and realise themselves. To this end, they need material and ideal resources and engage in teaching as their occupation to earn the necessary resources. In this paper the factors that provide these resources (motivators and demotivators) were analysed with the hope to act as a guide to the Greek Ministries of Education or Employment and to principals who wish to modify their practice in such a way that EFL teachers as employees will be as motivated as possible.

It was found that the factors that motivate the EFL teachers to work as such in the Private Sector were the following:

1. working environment
2. relationships with the boss
3. relationships with the colleagues
4. enjoyment from working with young people
5. sense of achievement
6. relationships with the students
7. teaching experience
8. creativity
9. social recognition

On the other hand it was concluded in the study that the factors that most demotivate the Greek EFL teachers were:

1. present payment scale
2. the way that course materials are selected
3. level of support from the Ministry of Education, British Council and the University of Michigan international exams boards.
4. the autonomy the currently have to perform their job

After the analysis of the findings of the current study the researcher concluded the following facts concerning the Greek EFL teachers' motivation:

1. Greek EFL teachers do not feel that a balance between their intrinsic and extrinsic needs exist since they seem to be more intrinsically motivated than extrinsically.
2. Greek EFL teachers perceive that the significant others (boss, students, parents, Ministry of Education) have the power to enhance their intrinsic and extrinsic motivation at work.
3. Greek EFL teachers believe that they are not autonomous enough to perform their job in the way they want to.
4. Greek EFL teachers feel that they are not part of the decision making process in their job since even though they do not agree with the way decisions are made (course-material's selection, exam oriented classes) they have to participate in this established situation.
5. Greek EFL teachers are putting a great importance on the amount of achievement they sense in their work setting and place it as a factor that greatly influences their motivation to work.
6. Greek EFL teachers are characterised in the majority of them to develop as individuals since they think that EFL training would be helpful for their advancement.

5.2 Considerations to be taken into account in order to establish the conditions that will enhance EFL teacher motivation in Greece

Based on the conclusions drawn from the paper some suggestions could be made in order to be taken into consideration by those related to establish the situations that will lead to EFL teachers' motivation enhancement. In this section a various suggestions can be summarised as follows:

1. The greater the opportunities to earn economic rewards, the greater will be EFL teachers' motivation
2. The greater the opportunities to gain honorific rewards, the greater will be EFL teachers' motivation.
3. The greater the opportunities for the teachers to be included in the decision making of teaching, the greater will be their motivation.
4. The greater the opportunity to gain intrinsic rewards (sense of achievement etc.), the greater will be EFL teachers' motivation.
5. The greater the opportunity for the teachers to work in a friendly environment, the more their motivation will be enhanced.

6. The greater opportunities to get trained, the greater will be EFL teachers' motivation.
7. The greater the support provided to the teachers, the greater will be their motivation.

Chapter 6: Evaluation of the study

As mentioned in other chapters this study was set up to isolate aspects of EFL teacher motivation and demotivation in the Greek Private Language Schools in Athens, Greece with the hope that it can serve as a basis for further research which will lead to establishment of the appropriate situations where EFL teachers will be as highly motivated as possible. In this section an evaluation of the study will be presented.

It can be said that the main objectives of this study have been fulfilled, since many of the major factors that increase or decrease the Greek EFL teachers' motivation have been found, taken into account that it was the first time that such a research has ever been conducted in Greece.

However, some aspects could have been looked at in a more detailed way provided the researcher had more time in order to draw some more conclusions based on the collected data. For instance it would have been useful to look at the different motivators and demotivators based on the teachers' sex.

Another limitation of the study was that the researcher and the teachers that participated in the study were not physically present in the same country which made the process of collecting the data needed even more difficult.

In order to obtain more useful results it would have been right to collect data from more teachers, not only in Athens but also from other parts of the country. Still, this could not be achieved since the time for data collection was fairly limited.

The researcher decided that the instrument that would be used for the collection of the data was the questionnaire since it was the easiest way (taking into account the limitations of time and place). However, provided that there was enough time available it would have been better to collect data through interviews of some teachers as well in order for more clarifications (such as in their motives for choosing EFL teaching as a career) to be made.

REFERENCES

- ADAMS. S.J. *Inequity in Social Exchange*. In BERKOWITZ.L.(ed) *Advances in Experimental Social Psychology*, 1965, vol 2, pp. 265-299
- *ANON (1). The Face of the Language Teacher, 2003. Available at: <www.celtgr/elgr.htm> [27 July 2003]
- *ANON (2). Motivation Through Needs, Job Design, and Satisfaction. Available at: <<http://adulted.about.com/gi/dynamic/offsite.htm?site=http://psych.fullerton.edu/king/MOT.htm>> [19 August 2003]
- *ANON (3). The Situation we are in. Available online at www.geocities.com/sefl.esalonica/epikairothta.htm [27/7/2003]
- *ANON (4). Teacher Motivation. Research Action, 1980, ERIC_ NO: ED196116 (available through Intralibrary loan only)
- ATKINSON, J.W. *Introduction to motivation*. N.Y.: Van Nostard, 1964
- AUERBACK, E. Politics, Pedagogy and Professionalism: Challenging Marginalization. *College ESL* .1991, 1, pp.1-9
- BARON, R.A. Motivation in Work Settings: reflections on the core of organizational research. *Motivation and Emotion* 1991, 15, 1, pp. 1-8
- BASTICK, T. The Measurement of Teacher Motivation: Cross-Cultural and Gender Comparisons, 2000, ERIC_NO: ED451254 (available through Intralibrary loan only)
- BELL, J. *Doing your research project*. Buckingham: Open University Press, 1992
- BEVAN, S. Pilot Study on Teachers' motivation and attitudes. Brighton: Institute of manpower studies, 1991, Report no: D170
- BISHAY, A. Teacher Motivation and Job Satisfaction: A study Employing the Experience sampling Method. *Journal of Undergraduate Studies*, Fall 1996, 3, pp. 147-154
- BROWN, D.H. *Principles of Language Learning and Teaching*. New Jersey: Prentice Hall Regents, 1994
- BROWN, J. D. *Understanding Research in Second Language Learning*. Cambridge: Cambridge University Press, 1988
- BRUMFIT, C. Review of Stephen Krashen's Language Acquisition and Language Education. *Applied Linguistics*, 1989, 13, pp. 123-125

CHOURDAKI, R. Brief Introduction on the Greek Educational System. Ministry of Education, pp 1-8, 2003

COVINGTON, M. V. *The Will to Learn: A Guide for Motivating Young People*. Cambridge: Cambridge University Press, 1998

CROOKES, G. What Influences What and How Second and Foreign Language Teachers Teach? *The Modern Language Journal*, 1997, 81, i, pp. 67-79

CSIKSZENTMIHALYI, M. Intrinsic Motivation and effective teaching: A flow analysis. In: BES.J. L. (ed). *Teaching well and liking it: Motivating faculty to teach effectively*. Baltimore: Hopkins University Press, 1997

DECI, E. L. and VROOM, V.M. (eds) *Management and Motivation*. London: Penguin Books, 1992

DORNYEI, Z. Motivation and Motivating in the Foreign Language Classroom. *The Modern Language Journal*, 1994a, 78, iii, pp.273-284

DORNYEI, Z. Understanding L2 Motivation: On with the Challenge!. *The Modern Language Journal*, 1994b, 78, iv, pp. 515- 523

DORNYEI, Z. *Demotivation in Foreign Language Learning: paper presented at the TESOL '98 Congress, Seattle. WA, March, 1998b*

DORNYEI, Z. *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press, 2001

FOX, W. M. Teacher Motivation, 1986, ERIC_ NO: ED275677 (available through Intralibrary loan only)

FREEMAN, D, and FREEMAN, Y. *Between Words: Access to Second Language Acquisition*. N.H: Heinemann, 1994

GABRIELATOS, K. Greek results in the FCE & CPE Exams- Explanations and Solutions, *ELT News*, 2002

GARDNER, R. C. and LAMBERT, W. E. *Attitudes and Motivation in Second Language Learning*. Rowley, MA: Newbury House, 1972

GIRALD, D. Motivation: the responsibility of the teacher. *ELT Journal*, 1977, 31, pp.97-102. In: UR, P. *A Course in Language Teaching*. Cambridge: Cambridge University Press, 1996

GRAHAM, M, W and MESSNER, P.E. Principals and Job Satisfaction. *International Journal of Educational Management*, 1998, 12, 5, pp. 196-202

GRAHAM, S and WEINER, B. Theories and Principals of Motivation. In: BERLINER, D. C and CALFEE, R.C. (eds). *Handbook of Educational Psychology*, New York: Simon and Schuster Macmillan, 1996

HACKMAN, J. R and OLDHAM, G. R. Motivation through the design of work: test of a theory. *Organizational Behavior and Human Performance*, 1980, 16, pp. 250-279

HANKETT, P. *Success in Management: Personnel*. British Library Cataloguing in publication Data, 1979

HARMER, J. *The Practice of English Language Teaching*. Essex: Longman, 2001

HEDGE, T. *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press, 2000

HERRICK, H. S. The Relationship of Organizational structure to Teacher Motivation in Multiunit and Non-Multiunit Elementary Schools, 1973, ERIC_NO: 101442 (available through Intralibrary loan only)

HERZBERG, F.A, MAUSNER, B, and SHERWITZ, L. *The Motivation to Work*. New York: John Wiley & Sons Inc, 1959

HOLLYFORDE S. and WHIDDETT, S. *The Motivation Handbook*. London: CIPD, 2002

HOYLE, E. *The Role of the English Teacher*. London: Routledge and Kegan Paul, 1969

HUCZYNSKI, A and BUCHANAN, D. *Organizational Behaviour*. Essex: Financial Times, Prentice Hall, 2001

JOHNSON, C. R. Factors Influencing Motivation and Demotivation in Mexican EFL Teachers, 2000, ERIC_NO: ED459605 (available through Intralibrary loan only)

JOHNSON, S. M. Incentives for Teachers: What Motivates, What Matters. *Educational Administration Quarterly*, 1986, 22, 3, pp. 54-79

KANFER, R. Motivation. In NOCHOLSON, N (ed). *Encyclopedic Dictionary of Organizational Behavior*. Oxford: Blackwell Publishers Ltd, 1998

KITSIS, B. A Comparison of Korean, Czech and Greek Second Language learning Systems. Asian EFL Teaching Articles [online]. Available at: <www.asian.efl-journal.com/archives2.htm> [19 August 2003]

KRASHEN, S. *The Input Hypothesis: Issues and Implications*. London: Longman, 1985

KYRIAKOU, C and KOBORI. M. Motivation to Learn and Teach English in Slovenia. *Educational Studies*, 1998, 24, pp. 345-351

KYRIAKOU, C, HULTGREN, A and STEPHENS, P. Student Teachers' Motivation to Become a Secondary School Teacher in England and Norway. *Teacher Development*, 1999, 3, 3, pp. 373-380

MASLOW, A. H. *Motivation and Personality*. New York: Harper & Row Publishers Inc, 1970

McCLELLAND, D.C. *Human Motivation*. Cambridge: Cambridge University Press, 1987

McCLELLAND, D.C. *The Achieving Society*. NY: The Free Press, McMillan Publishers, 1961

McCLELLAND, D.C. *The Achievement Motive*. NY:Appleton- Century- Crofts, 1976

MINISTRY OF EDUCATION. The Certification of EFL Teachers. Available at: <www.ypeth.gr/en_ec_page153.htm> [7 July 2003]

NIAS, J. Teacher Satisfaction and Dissatisfaction: Herzberg's Two Factor Hypothesis Revisited. *British Journal of Sociology of Education*, 1998, 2, (3), pp. 235-236

NIKOLAOU, A. Survey of Attitudes and Motivation of Greek Pupils for Learning English. Available at: <www.tesolgreece.com/nikolaou01html> [16 June 2003]

NUNAN, D. *Research Methods in Language Learning*. Cambridge: Cambridge University Press, 1992

OXFORD, R.L. *The unravelling tapestry: Teacher and course characteristics associated with demotivation in the language classroom. Demotivation in Foreign Language Learning: paper presented at the TESOL '98 Congress, Seattle, WA, March, 1998*

OXFORD, R.L and EHRMAN, M.E. Cognition Plus: Correlates of Language Learning Success. *The Modern Language Journal*, 1995, 79, i, pp.67-71

OXFORD, R.L and SHEARIN, J. Language Learning Motivation: Expanding the Theoretical Framework. *The Modern Language Journal*, 1994, 78, i, pp. 12-28

OZCAN, M. *Improving Teacher Performance: Toward a Theory of Teacher Motivation*: paper presented at the Annual Meeting of the American Educational Research Association, New York, April 8-12, 1996, ERIC_NO: ED398637 (available through Intralibrary only)

PENNYCOOK, A. The Concept of Method, Interested Knowledge, and the Politics of Language Teaching. *TESOL Quarterly*, 1989, 23, 4, pp. 589-618

PINDER, C.C. *Work Motivation: Theory, Issues and Application*. Dallas and Schoh, Foresman, 1984

REID, I and CANDWELL, J. Why did Secondary PGCE Students Choose Teaching as a Career? *Research in Education*, 1997, 58, pp. 46-58

ROBERTSON, I. I, and SMITH. M. *Motivation and Job Design*. London: Institute of Personnel Management, 1985

ROGERS, K. *Freedom to Learn for the Eighties*. Columbus, OH: Charles E. Merrill Publishing Company, 1983

ROTTER, J. B. Generalized Expectancies for Internal versus External Control of Reinforcement. *Psychological Monographs*, 1966, 80, pp. 1-28

ROTTER, J. B, CHANCE, J. E, and PHARES, E. J. An Introduction to Social Learning Theory. In: ROTTER, J. B, CHANCE, J. E, and PHARES, E. J (eds) *Applications of a Social Learning Theory of Personality*. New York, Holt, Rinehart & Winston, 1972

SALMON, P. *Psychology For Teachers: an alternative approach*. London: Hutchinson, 1988

SPUK, D. W. Reward structures in the Public High schools. *Educational Administration Quarterly*, Winter 1974, 10, 1, pp. 18-34

STEVICK, E.W. *Teaching Languages. A Way and Ways*. Rowley, Mass: Newbury House, 1980

STIGERLBAUER, S. *Why We Want to be Teachers: New Teachers Talk about Their Reasons for Entering The Profession*. Paper presented at the Annual Meeting of the American Educational Research Association, San Fransisco, CA. In BASTICK. T. The Measurement of Teacher Motivation: Cross-Cultural and Gender Comparisons, 2000, ERIC_NO: ED451254 (available through Intralibrary loan only)

THANASOULAS, D. Student Demotivation. Available at:<developingteachers.com/articles_tctraining/demotpf_dimitrios.htm> [29 June 2003]

THOMSON, S. Motivation of Teachers, 1979, ERIC_NO: ED178998 (available through Intralibrary loan only)

TOSI, H. L, RIZZO, J. R and CARROLL, S. J. *Managing Organizational Behavior*. Massachusetts: Blackwell Publishers, 1994

TOSI.H.L. and CAROLL.S.T. Management by Objectives, 1970. In DECI, E. L. and VROOM, V.M. (eds) *Management and Motivation*. London: Penguin Books, 1992

VROOM,V.M. *Work and Motivation*. NY: John Wiley and Sons, 1964

VASSILAKIS, G. *The Open Coursebook and Its Enemies: article based on a paper presented at the 2000 TESOL Macedonia-Thrace Convention* .Available at:< <http://thrace-net/bridges/b8/>> [27 July 2003]


YONG, B. Teacher trainees' Motives for Entering into a teaching Career in Brunei Darussalam. *Teaching and Teacher Education*, 1995, 11, 3, pp.275-280

WEINER.B. (ed) *Achievement Motivation and Attribution Theory*. NY: General Learning Press, 1974



* ANON is used when there is an anonymous reference.

Appendix 1

Ministry of Education and Religious Affairs - Documentation for Granting a Certificat... Page 1 of 1



ΥΠΟΥΡΓΕΙΟ
ΕΘΝΙΚΗΣ ΠΑΙΔΕΙΑΣ
& ΘΡΗΣΚΕΥΜΑΤΩΝ
MINISTRY OF NATIONAL EDUCATION AND RELIGIOUS AFFAIRS

 Gr  Home Tuesday

Greek Education System

Scholarships

Foreign Schools in Greece

Cross-Cultural Education

Educational Units Abroad

Educational Exchanges

Teaching Languages

Greek Language Abroad

Greek Libraries-Archives

Contact Us

Teaching Languages / Documentation for Granting a Certificate of Competency

- An application from the interested party.
- A photocopy of the foreign language certificate, authenticated by the educational attache at local Consulate of the interested party's country of origin. Degrees issued by universities abroad accompanied by a validated photocopy of the break-down of subjects studied. Post-graduate degrees always be accompanied by the bachelor degree.
- An official translation into Greek of the foreign language certificate and the break-down of subjects. The translation should be made by the relevant department of the Foreign Ministry or by a local official.
- A validated photocopy of a Greek Senior High School or Six-class High School Leaving Certificate from a Greek university.

For those who have graduated from High School abroad:

- A photocopy of their Senior High School Leaving Certificate, validated as genuine by the local Consulate of the interested party's country of origin and the Embassy or at a local Consulate of the interested party's country of origin and a certificate demonstrating the interested party's command of the Greek language.
- A photocopy of their ID card or passport.
- A receipt for the purchase of official educational stamps to the value of 2,000 GDR from the Ministry of Education.

SUBMITTING DOCUMENTATION

Documentation should be sent by post to:
Ministry of National Education and Religious Affairs
Private Education Department
Mitropoleos 15
10185 Athens.

or submitted directly to the Ministry of Education
(Mitropoleos 15, Office 109. Office hours: 9.00 - 14.00)

Submitted documents cannot be returned.

FURTHER CLARIFICATION

Further clarification can be obtained from:
Private Education Department (Section 3)
Veikou 3 (3rd floor), Office 304, 11742 Athens.
Office hours: Monday to Friday, 12.00-14.30.
Tel: 0109233011. Fax: 0109243090.
the Citizens' Information Bureau (ΓΕΠΟ),
Ermou 15 (1st floor), Office 101.
Office hours: Monday to Friday, 9.00-14.00
Tel. 0103230861, 0103230461, 0103252001.

ATTENTION!!!
Certificates of competency to teach a foreign language are issued to citizens from EU member states (Norway, Iceland, Liechtenstein).

Appendix 2

Greek EFL Teachers' motivation questionnaire.

Dear colleagues,

I am a student at the University of Edinburgh at the Med TESOL (Teaching English to Speakers of Other Languages). My dissertation topic deals with the factors that motivate and demotivate EFL teachers' motivation in Greece. You would give be a great help if you completed this questionnaire. Please, answer the 16 questions honestly by ticking the box that best describes your feelings. The explanation of the rating is provided in the next page. The schools' directors and owners will NOT make any use of this questionnaire. Thank you in advance for your valuable help.

Tziava Konstadina

Med TESOL
University of Edinburgh
Date: July 2003

QUESTIONNAIRE

PART I

Explanation of the rates:

A: greatly increases my motivation to work

B: tends to increase my motivation to work

C: has no effect on my motivation to work

D: tends to reduce my motivation to work

E: greatly reduces my motivation to work

greatly increases
tends to increase
no effect
tends to reduce
greatly reduces

	A	B	C	D	E
1) the present payment scale					
2) the hours I am expected to be in the classroom each day:					
3) the working environment in my school:					
4) the reasons why I chose to become a language teacher:					
5) my present relationship with my boss :					
6) my present relationship with my colleagues:					
7) the way the course materials are selected and evaluated :					
8) the sense of achievement I gain from this job:					
9) my relationship with my students:					
10) my age :					
11) my teaching experience(state if none) :					

	A	B	C	D	E
12) the training I undertake concerning (either in the workplace or on my own) job matters:					
13) the support I have from the ministry of education or any other educational institutions (eg. British Council):					
14) the level of autonomy I have (if any) in my classroom:					
15) the sense of social recognition I gain from being a teacher:					
16) the creativity I have in the classroom setting:					

Explanation of the rates:

- A:** greatly increases my motivation to work
- B:** tends to increase my motivation to work
- C:** has no effect on my motivation to work
- D:** tends to decrease my motivation to work
- E:** greatly decreases my motivation to work

PART II

1. When you were a child what did you use to picture yourself wanting to become when you would grow older?

- a. doctor
- b. nurse
- c. teacher
- d. lawyer
- e. other (please define:) _____

2. How much do you think that the students' life outside classroom is something that concerns you?

- a. does not concern me at all
- b. does concern me as long it affects their performance
- c. a student's life outside classroom is something that I really want to know since it affects his/her studies
- d. has the potential, but so far it has not been an issue

e. other (please define:) _____

3. Which age group do you prefer working with?

- a. young learners
- b. 11-15
- c. 15-18
- d. 18-25
- e. 25 and above

4. How do you feel before your students' exams?

- a. I feel nothing since I am not the one who sits for them
- b. I feel stressed since I have been there and know how it is to sitting for exams
- c. I feel certain that I did my best to prepare them well
- d. I feel anxious because in the case of a failure I will be blamed by the students and their parents
- e. other (please define:) _____

5. What do you think makes a good teacher? (You can choose two options)

- a. sufficient educational background
- b. experience
- c. training
- d. relationships with students
- e. other (please define:) _____

6. Which part of the job do you enjoy the most?

- a. working with young people
- b. job-related status
- c. payment
- d. other (please define :) _____

7. Have you ever considered of changing your occupation?

- a. yes, many times
- b. sometimes I have seriously thought of doing so
- c. when I feel disappointed by something I have
- d. not at all

8. If you answered yes in the above question which of the following occupations would you like to switch to?

- a. computer-related job
- b. working for the public sector (elliniko dimosio)
- c. open up a store of your own
- d. manager
- e. other (please define:) _____

9. How happy are you with your life outside your job?

- a. what life? I have no time to have other life
- b. I feel that I do not have the time to do things I like
- c. I like my life in general but I wish I could earn more money to do things I like
- d. I have a balanced life and I do not think my job has something to do with that
- e. other (please define:) _____

10. Have you had any kind of training before entering the classroom for the first time?
- a. yes, I have a CELTA Certificate which has training as an essential part of the course
 - b. I had some training while I was studying at the university
 - c. I had no training
 - d. I had no training but my boss and/ or colleagues helped me during my first time at work
11. If you have answered c in the previous question would you like to have been trained before starting to work?
- a. yes
 - b. no
 - c. I think it might have been useful
 - d. I do not think training would be useful since it is too artificial and not what actually happens in a classroom
12. State your highest degree
- a. Certificate of Proficiency in English (Cambridge or Michigan)
 - b. Ptychion (Greek University Graduate)
 - c. Bachelor's Degree from a private College or University
 - d. Bachelor's Degree from a foreign University or College
 - e. Postgraduate Degree

PERSONAL INFORMATION

Age (tick the correct box)

☐ Under 20

☐ 21-30

☐ 31-40

☐ 41-50

☐ 51 and above

Sex: F / M

Years of teaching: _____

Level of classroom(s): _____

Appendix 3

EFL Teachers' payment scale for the Greek Private Sector.

Length of service in months	Level of service in years	Euros per hour	Experience bonus	Marriage bonus	Total euros per hour for unmarried teachers	Total euros per hour for married teachers
0-27	0-2+3M	6,35	0,00	0,64	6,35	6,99
27-54	2+3M-4,5	6,35	0,32	0,64	6,67	7,31
54-84	4,5-7	6,35	0,64	0,64	6,99	7,63
84-114	7-9,5	6,35	0,95	0,64	7,30	7,94
114-144	9,5-12	6,35	1,27	0,64	7,62	8,26
144-174	12-14,5	6,35	1,59	0,64	7,94	8,58
174-210	14,5-17,5	6,35	1,91	0,64	8,26	8,90
210 and above	17,5 and above	6,35	2,22	0,64	8,57	9,21

(___.N.,Volume 57/2002, 1370,p.1516) – Greek Ministry of Employment